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ABSTRACT

The development of these Evaluative Criteria was proposed in 1980 after numerous requests for such an instrument were received form unit schools, independent schools, parochial schools, regional accrediting associations, and professional organizations. A national advisory committee was selected. Eleven schools were selected to participate in the field testing of this instrument. Results of the field test were presented to the advisory committee, reviewed, and the instrument was approved for publication. This instrument has been designed to be used in the self-study and evaluation process by individual schools containing both elementary and secondary levels. The Evaluative Criteria are organized in eleven sections: School and Community (Public Schools), School and Community (Nonpublic Schools), Philosophy and Objectives, Curriculum: Learning Areas, Curriculum: Overview, Individual Faculty Data, School Staff and Administration, Student Activities Program, Learning Media Services, Student Personnel Services, School Plant, and Plans and Priorities. The accompanying manual describes the organization of the Evaluative Criteria and provides directions for its use in the evaluation process. (BW)

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K-12 SCHOOL

EVALUATIVE CRITERIA

A GUIDE FOR SCHOOL IMPROVEMENT

NATIONAL STUDY OF SCHOOL EVALUATION

National Study of School Evaluation

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CONTENTS

ii Board of Directors
iv Foreword
vi Acknowledgments

Page LIST OF SECTIONS

1 12 Manual
12 13A School and Community (Public Schools)
38 13B School and Community (Nonpublic Schools)
66 14 Philosophy and Objectives
74 15 Curriculum: Learning Areas
87 16 Curriculum: Overview
103 17 Individual Faculty Data
108 18 School Staff and Administration
139 19 Student Activities Program
155 20 Learning Media Services
167 21 Student Personnel Services
202 22 School Plant
215 23 Plans and Priorities

FOREWORD

Since 1933 the National Study of School Evaluation (under this and two predecessor names) has been developing and providing instruments to effectively assess educational programs at the elementary, middle and secondary school levels. Recently an instrument to assess the central or district office in its entirety has been published. Each of these instruments has been carefully prepared, field tested nationwide, and refined with the major goal of providing a means to evaluate, and thereby, improve the educational programs involved.

There are a number of schools, public, independent and church-related, that contain elements of elementary and secondary educational programs in the same school, usually on the same site under the same building administrator. While current instruments are available to assess such a school by looking at each level separately, until now there has not been a single instrument available that looks at the entire program on a K-12 basis.

The *K-12 School Evaluative Criteria* is the result of a major effort by the National Study of School Evaluation to develop and publish a specifically designed instrument for the individual school containing elementary and secondary school grades. A special effort has been made to accommodate those aspects of independent and church-related schools that differ from public schools.

The work of the National Study of School Evaluation has been carried on by a Board of Directors composed of appointed representatives of the six regional accrediting associations. The Board has been involved in the development of this instrument and has received the proposed materials and suggested additional refinements prior to final publication. Many of the present board members brought experiences with earlier publications of the National Study to bear on the preparation of the *K-12 School Evaluative Criteria*. It is the belief of the Board of Directors that the new instrument will fill a long felt need to provide an effective evaluation instrument for these individual K-12 schools.

The names of former members, listed according to the associations they represent, are as follows:

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The members of the Board of Directors have long been aware of the importance of evaluation to the educational enterprise. The demands for effective instruments of evaluation at all school levels will be even greater in the future. The National Study, with your assistance, stands ready to meet the demands of the future.

BOARD OF DIRECTORS
National Study of School Evaluation

Acknowledgments

The National Study of School Evaluation sincerely appreciates the work of the persons who served as members of the Advisory Committee for the *K-12 School Evaluative Criteria*. Over a two year period these persons helped to develop and field test this new instrument. Utilizing feedback provided by the pilot schools and special consultants, the committee revised the materials accordingly. The refined instrument was then reviewed and approved for publication by the Board of Directors of the National Study of School Evaluation. For their time, effort, energy and expertise, the National Study of School Evaluation wishes to thank the members of the Advisory Committee.

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K-12 School
EVALUATIVE CRITERIA

Section 12

Manual

Page Contents of Manual

- 2 List of Sections of *K-12 School Evaluative Criteria*
- 3 The Purpose of the Manual
- 3 The Purpose of the Instrument
- 3 Organization of the Criteria
- 4 The School's Task in Evaluation
- 4 Conducting the Self-Evaluation
  - Duties of Steering Committee
  - Work of Subcommittees
- 5 The Visiting Committee
  - 6 Selection of Visiting Committee
  - 6 Size of Committee
  - 6 Professional Attitude of Members
  - 6 Work of Visiting Committee
  - 7 The Visit
  - 7 Organization of Committee
  - 7 Visiting Classes
  - 7 Investigating General Areas
- 7 The Reports
  - 8 Subcommittee Reports
  - 8 Oral Report
  - 8 Written Report
- 8 Suggested Activities Following the Evaluation
- 9 Development of the *K-12 School Evaluative Criteria*
- 10 Supplemental Materials
  - Publications of the National Study of School Evaluation
  - Use of Publications by Regional Accrediting Associations
- 10 Glossary of Terms

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CONTENTS

Page	List of Sections	
ii		Board of Directors
iv		Foreword
vi		Acknowledgments
1	12	Manual
12	13A	School and Community (Public Schools)
38	13B	School and Community (Nonpublic Schools)
66	14	Philosophy and Objectives
74	15	Curriculum: Learning Areas
87	16	Curriculum: Overview
103	17	Individual Faculty Data
108	18	School Staff and Administration
139	19	Student Activities Program
155	20	Learning Media Services
167	21	Student Personnel Services
202	22	School Plant
215	23	Plans and Priorities

THE PURPOSE OF THE MANUAL

The "Manual" describes the organization of the *K-12 School Evaluative Criteria* and provides directions for its use in the evaluation process. Guidelines for conducting the self-evaluation by individual schools and the evaluation by a visiting committee are presented with the full understanding that procedures may vary from state to state and region to region.

THE PURPOSE OF THE INSTRUMENT

This instrument has been designed to be used in the self-study and evaluation process by individual schools containing both elementary and secondary grades or levels. Such schools are usually located in one building or on one site under a single administrator. Many independent and church related schools, as well as public schools, are organized in this fashion. In some parts of the nation, public schools of this type are known as "Unit Schools." The National Study of School Evaluation has chosen to designate such schools as K-12 schools.

ORGANIZATION OF THE CRITERIA

The *K-12 School Evaluative Criteria* consists of twelve sections.

12	Manual
13A	School and Community (Public Schools)
13B	School and Community (Nonpublic Schools)
14	Philosophy and Objectives
15	Curriculum: Learning Areas
16	Curriculum: Overview
17	Individual Faculty Data
18	School Staff and Administration
19	Student Activities Program
20	Learning Media Services
21	Student Personnel Services
22	School Plant
23	Plans and Priorities

The section on "School and Community" together with Section 14, "Philosophy and Objectives," form the foundation for the process and undergird the entire evaluation.

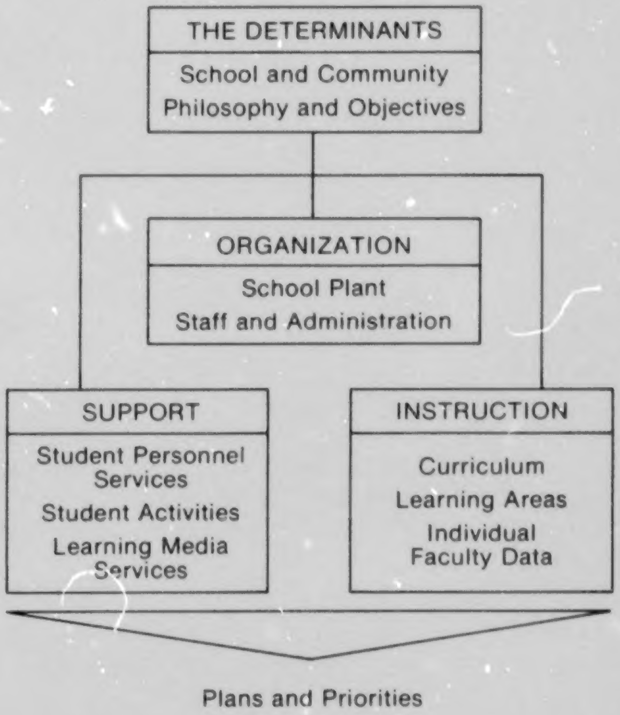
Section 13B, "School and Community (Nonpublic Schools)" is designed specifically for use by independent, church-related and other nonpublic schools. Nonpublic schools may use Section 13A, "School and Community" (Public Schools) if they so desire.

The next two sections, "Curriculum: Learning Areas" and "Curriculum: Overview," are closely related since both include aspects of the formal education program. Section 15, "Curriculum: Learning Areas," is intended for use in all areas of instruction identified by the school. Section 16, "Curriculum: Overview," focuses on the organization of the total curriculum of the school. Several sections of "Curriculum: Learning Areas" will be included in the final report (e.g., Reading/Language Arts, Math and Science). All "Curriculum: Learning Areas" must be completed prior to Section 16, "Curriculum: Overview," as the various Learning Areas determine the responses in Section 16.

Section 17 covers the individual faculty data, and Section 18 gives attention to the administration, instructional staff and auxiliary staff.

Section 19, "Student Activities Program," covers aspects of the extra curricular program, and Section 20, "Learning Media Services," includes media services, library and audio-visual. Section 21, "Student Personnel Services," includes such services to students as guidance, health, special education, food and transportation. Section 22, "School Plant," deals with the school plant and the facilities. The final section, entitled "Plans and Priorities," provides the school with an opportunity to make decisions that will result in logical, sequential efforts to improve the overall school program.

The following diagram depicts the organization of the entire instrument.



A common format is used in sections 15, 16, 18, 19, 20, 21 and 22. This includes:

I. Principles
II. Description
III. Evaluation
IV. Plans for Improvement
V. Current Status Scale

This five-point format begins with Part I, a series of principles designed to stimulate thought and reflection about the school program. Part II consists of probing questions designed to elicit a description of the program or area under consideration. Part III provides opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status when compared to an "optimum" program.

THE SCHOOL'S TASK IN EVALUATION

The complete evaluation of a school as recommended by the National Study of School Evaluation is a three-step process. First is a self-evaluation carried out by the faculty of the individual school. This usually requires one to two years. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally good. This concept involves the basic principle that a school shall be evaluated in terms of what it is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy and objectives of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation based upon such philosophy and objectives is to be recognized beyond the confines of the school.

It is important to remember that a measure of a quality educational program is the thread of consistency with respect to philosophy, objectives and sequences of instructional activities that is developed, understood and acted upon at every level of the teaching-learning process. This concern for integration, coordination and continuity is referred to as vertical articulation. Vertical articulation is further defined in terms of the way in which the learning experiences and skills at a given level form a foundation to support the learning experiences and skills at the next higher level. Horizontal articulation refers to the integration of learning experiences, skills and understandings in various instructional areas at the same level. For example, the planned integration of mathematics, science and social studies learning experiences, skills and understandings at a given grade level is horizontal articulation.

CONDUCTING THE SELF-EVALUATION

A first step in the self-evaluation is to obtain copies of the materials for the use of the staff and steering committee. Bound copies of the *K-12 School Evaluative Criteria* along with copies of the Administrator's Manual for the Student Opinion Inventory, Teacher Opinion Inventory and Parent Opinion Inventory should be secured. All of the materials for the self-study may be purchased from the National Study of School Evaluation, 5201 Leesburg Pike, Falls Church, Virginia 22041.

After these materials have been read carefully, the materials needed for the total process may be ordered. The amount of material secured will depend upon the size of the school, the extent of participation desired, and any requirements of the accrediting association or state department of education. A basic order would usually consist of six items.

1. Three bound copies of the *K-12 School Evaluative Criteria*, for reference.
2. Sufficient copies of the "Manual" for members of the Steering Committee and subcommittee chairmen.
3. Three copies each of Sections 14, 16, 18, 19, 20, 21, 22, 23 and the appropriate "School and Community" section.
4. Three copies of Section 15 for each learning area in which instruction is provided.
5. Two copies of Section 17, "Individual Faculty Data," for each faculty member.
6. Sufficient copies of Teacher, Student, and Parent Opinion Inventories to implement the school's utilization plan if they are used.

The above suggestions represent a basic order. Schools will find it advantageous to order enough copies in addition to the three copies mentioned in items 3 and 4 above so that each member of each subcommittee having responsibility for a section will have a copy of that section.

If a school has had little experience with evaluations, it is advisable to invite a qualified consultant to discuss the evaluation with the faculty. The values, procedures, problems and materials can be considered in such a discussion.

Duties of Steering Committee

The second step in the self-evaluation is selection of a steering committee to have responsibility for planning and supervising the entire self-evaluation of the school. The size of this committee may depend upon the size of the faculty, but generally a small committee is more effective; in most schools five to seven members are enough. The principal may be a member of the committee. This committee has primary responsibility for naming the members of all subcommittees, setting up a time schedule for the self-evaluation, establishing a method and a schedule for subcommittee reports, anticipating the need for and delivering materials and supplies to subcommittees, and coordinating the work of all subcommittees and the reports of the faculty. In addition, the steering committee acts as a quality control on subcommittee reports. Since the self-evaluation is an extremely important part of the total evaluation, sufficient time should be allowed for it to be done well. The steering committee, in most instances, should be appointed at least a year before the evaluation is to be completed.

Work of Subcommittees

Normally each member of the staff will serve on at least two committees, one dealing with a general section and the other dealing with a learning area When appropriate, district-wide personnel should participate in the self-evaluation process.

Section 13, "School and Community," provides data that are basic to the entire evaluation. The subcommittee responsible for this area should begin immediately to collect the data for its report. This report should be presented to the faculty before work is begun on the other sections. Section 14, "Philosophy and Objectives," is the other basic section upon which an evaluation rests. The subcommittee responsible for this area should develop its philosophy and objectives or reexamine its existent philosophy and objectives in light of the data provided by the "School and Community" report, and determine its relevancy to the present school program. This section also should be presented to the faculty for discussion and approval before work on other sections is begun.

All members of the teaching staff should then reexamine their specialized instructional areas to determine whether the objectives and teaching practices are consistent with the stated philosophy and objectives of the school.

The other subcommittees should then be appointed. It is important that specialists and generalists serve on each subcommittee. For example, the subcommittee on mathematics should include teachers of mathematics and some teachers from other areas. The subcommittee on administration and staff should include members of the administration as well as some staff members not involved directly in administration. The self-evaluation will be more valid and the total program of the school will be better understood by all members of the staff as a result of the efforts of these subcommittees. An effort should be made to include representatives from the various grade levels on all subcommittees.

Parents and students should play a role in the self-evaluation process. They can be represented on all subcommittees or on selected subcommittees. In addition, the opinions of both parents and students may be secured on a broad and organized basis through the use of the *Parent Opinion Inventory* and the *Student Opinion Inventory*. These carefully constructed and validated instruments, administered to a sample of both of these key populations, make it possible to incorporate the views of these groups in the self-study process as a separate, but related, component.

The process of evaluation is of utmost importance in the self-study. This is the time the subcommittees determine whether the philosophy and objectives are relevant and if they are being achieved. This information can be gathered via teacher-made tests, criterion referenced tests, observations, checklists, etc. The subcommittees discover strengths and weaknesses in each area and thereby, while retaining the strengths of the program, plan ways to improve the weaker aspects.

Each evaluative section is introduced by a statement of principles. Each subcommittee should examine the principles carefully and critically, modify them if desirable, and indicate the degree of acceptance and implementation on the scales provided. In the subsequent parts of each section, the data and information requested should be supplied. Questions should be answered clearly and concisely. The subcommittee presents its completed report to the entire faculty for approval or modification.

THE VISITING COMMITTEE

The complete evaluation of a school as recommended by the National Study of School Evaluation requires the services of a visiting committee. The purpose of the visiting committee is to provide a reaction to the self-evaluation carried out by the school staff. This objective review by professional colleagues not directly involved in the school program is necessary if the evaluation is to be used in an accreditation or approval process, and is valuable when the evaluation is used to interpret the work of the school to the community.

Each school, county, state, regional association, or cooperating group of schools should study its own situation and determine size of committees, length of visit, schedules of visits, method of selecting committee members, and methods of financing the work of visiting committees.

Selection of Visiting Committee

The agency sponsoring the evaluation should select the members of the visiting committee. Typically, the sponsoring agency (regional accrediting association, state committee, university, or state department of education) should submit a proposed list of committee members for approval or rejection by the head of the school to be evaluated. Generalists, specialists and representation of the K-12 continuum should be part of the composition of the committee. Invitations to serve on the committee should be sent by the sponsoring agency well in advance of the date of the visit. A return acceptance card with the name of the school to be visited and the dates of the visit should be sent with the invitation.

The selection of the chairman of the visiting committee should be agreed on several months before the visit.

The final list of visiting committee members should be sent to the head of the school and the chairman of the visiting committee at least a month before the date of the visit.

Size of Committee

The size of the visiting committee varies with the scope of the program to be evaluated, the enrollment of the school, and the length of the visit. Committees of seven to fifteen members staying from three to four days are not uncommon. If specialists in each area are used, the numbers on the committee will, of necessity, need to be increased. It is evident that schools with a very large enrollment may need to use a larger committee.

Professional Attitude of Members

The visit of a committee is a highly professional undertaking. The attitude of the members should be one of professional cooperation, helpfulness, and constructive criticism. Members should observe, visit, and inquire for the purpose of getting as comprehensive a view of the work of the school as is possible in the time available. Free discussion of the work of the school should be encouraged. Staff members of the school should be given an opportunity to explain fully what they are doing rather than be made to feel defensive. Individual members of the committee should avoid making criticisms or suggestions to members of the school staff even if asked to do so. All such suggestions should be discussed by the committee and, if accepted, be reflected in the final report. Nearly all of the adverse criticisms of the evaluation of schools grow out of the actions of individuals who disregard this principle.

Work of Visiting Committee

Detailed directions for visits have been prepared by many sponsoring agencies. The points that follow are given with the expectation that they may be modified or supplemented by these agencies.

1. The chairman of the visiting committee should visit the school prior to the date of the visit of the committee. Sufficient time should be spent by the chairman to get acquainted with some of the staff, study the physical plant, the school schedule, the physical facilities and arrangements for the committee, and discuss the visit with the administrative head of the school and the chairman of the steering committee. The chairman of the visiting committee should be responsible for determining that the self-evaluation has been completed and that the school is ready for the visiting committee. Arrangements for the committee should be discussed in detail with the principal and the chairman of the steering committee. The chairman of the visiting committee in consultation with the principal should work out a schedule of visiting committee activities.
2. The chairman should request information from members of the visiting committee about their areas of specialization and interest.
3. The head of the school to be visited should send the complete list of the visiting committee to each member of the visiting committee so that plans for sharing transportation can be made. This should be done as soon after receiving the list as possible. At the same time each visitor should be asked about what traveling and/or lodging accommodations will be required.
4. As soon as convenient, but at least two weeks before the date of the visit, the head of the school to be visited should send materials about the school to each member of the visiting committee. These materials should include directions for reaching the school, parking arrangements, copies of the self-evaluation reports on "School and Community," "Philosophy and Objectives," and any other sections of the self-evaluation report that are appropriate, and printed booklets or materials about the school that will be useful in giving the visitor a more extensive picture. At the organization meeting, details of school administration, such as plans of buildings and grounds, activities scheduled for the visiting days, courses of studies, teachers' schedules (including room, subject taught, time and section), and similar materials should be distributed to the visitors.
5. The school, in making preparations for accommodating the visiting committee, should be aware of the time-consuming nature of the task and the desire of the visitors to do a superior job.

6. The agency sponsoring evaluations should prepare suggestions and information for visiting committees on expense accounts, general time schedule for a visit, and any other matters that differ from suggestions included in this "Manual." Such a statement should be supplied to each visitor and may well be sent with the invitation to serve on a committee.

The Visit

The school should operate on a normal schedule during the visit of the committee. The visitors come to get as complete a picture of the school as possible in the limited time available. Since many seasonal phases of the year's program may not be seen, photographs, programs, press comments, and similar material concerning these phases should be collected, preserved and arranged for viewing by the committee.

Visits may start with an informal dinner or reception the evening preceding the first day of the visit. Such a gathering gives the committee an opportunity to meet members of the faculty and the board of control. The chairman of the visiting committee may explain the procedures to be followed and thus set the tone for the visit. The principal or another staff member may summarize the reports on "School and Community" and "Philosophy and Objectives." The visiting committee must be fully aware of the nature of the student body and the community served by the school and have a clear understanding of the school's philosophy and objectives. Either before or after this meeting, the chairman will wish to meet with the other members of the visiting committee to complete the organization of the committee.

Organization of Committee

The chairman will have organized the subcommittees and notified each member of the assignment well in advance of the visit. At the organizational meeting the chairman will discuss the professional nature of the work of the visiting committee. He or she also should explain the importance of visitors observing what is done rather than telling what they (the visitors) do, the confidential nature of the committee's discussions, and the dangers of gossiping after the visit is completed.

Visiting Classes

Members of a subcommittee responsible for a given learning area should plan their classroom visits so that all teachers are observed. Care should also be taken to observe all the different varieties of work-content, level of difficulty, special objectives, sequence and so on. Visitors should enter classes unannounced, avoid participation in class activities, defer making notes until after leaving classrooms and leave with a minimum of disturbance.

The visit should be as informal as possible. Committee members may wish to talk to individual students but should not disturb formal learning groups to do so. No effort should be made to interview the teachers at this time; meetings with teachers should be scheduled for preparation periods or before or after school. If the work of a class is obviously to continue in much the same form for the entire period a visitor may leave after a short visit and return to observe at another time.

Observation provides a basis for making recommendations concerning teaching techniques, use of instructional media, and the quality of instruction. Each visitor should remember that there will be a chance to contribute to discussions of all aspects of the school. It is therefore important to notice physical facilities in classrooms and in other areas, attitudes of students toward their work, care of property, morale of students, cleanliness of building, safety precautions, use of display materials, work habits, condition and relevance of textbooks and other study materials, and similar elements of the school program.

Investigating General Areas

Each member of the visiting committee is responsible for reviewing the self-evaluations and making recommendations in a general area such as "School Plant" or "Student Activities Program" and/or in a learning area. The report made by the school must be examined carefully and additional information obtained from either those who made the self-evaluation or other staff members. Formal conferences are scheduled to provide an opportunity to ask questions, but in most cases there will be special items that must be investigated. The additional investigations must be planned to be made between classes, before and after school, and by appointment. Care must be exercised so that important conclusions or recommendations are based on sound information.

Members of each subcommittee should examine all the sections of the self-evaluation made by the school for which they are responsible, noting any changes that have been made in the text.

THE REPORTS

The work of the visiting committee includes the construction of several types of reports. The members of subcommittees write reports on their respective areas, which contribute to the chairman's final written report to the school and to the sponsoring agency. Additionally, an oral report may be made by the chairman of the visiting committee to the staff or administration of the school being evaluated.

Subcommittee Reports

After studying the various areas, each subcommittee prepares a report consisting of at least four parts:

a) A brief introductory description of the area;
b) Strengths of the present program;
c) Weaknesses, concerns and questions relating to the present program;
d) Recommendations for future consideration by the school personnel.

The visiting committee's schedule should provide time for the chairman of each subcommittee to report the substance of the above points to the entire committee. Sufficient discussion should follow each report in order to reach consensus and thereby to have the commendations, concerns and recommendations supported by the entire visiting committee. In the event that consensus cannot be reached after a period of discussion, the chairman is responsible for accommodating the several positions in an appropriate manner in the final report.

After reports have been heard and accepted by the entire committee, they should be submitted to the chairman of the visiting committee for editing and integration into the committee's final report.

Oral Report

The oral report serves primarily as a means of concluding this part of the evaluation. It is a brief summary given by the committee chairman at the conclusion of the visit. It should include the general highlights of the visit and only broad, general conclusions. It contains a few commendations and a few general recommendations. It should be emphasized that the written report will be much more detailed and specific.

The oral report may be given to the entire faculty or to the administrative staff and members of the steering committee who transmit it to the faculty. Practice varies in different sections of the country.

Written Report

A final written report is recommended by the National Study of School Evaluation. The report is prepared by the chairman of the visiting committee and contains an introduction, the approved commendations and recommendations from the subcommittee reports, and a concluding statement. Each subcommittee report should include the introductory description that precedes its commendations, concerns and recommendations.

The chairman must accept the responsibility for the quality of the written report. The report should be carefully edited so that it is accurate, mechanically correct, and free of ambiguous or incomplete statements. Much of the value of the entire evaluation process may be lost if the written report shows evidence of carelessness or hasty and thoughtless expression. Members of boards of control and the general public which oftentimes are not familiar with the procedures used in evaluations may read the report; therefore, it should be clear, self-explanatory and as free as possible of educational jargon. The agency sponsoring the evaluation should tell the chairman how many copies of the report are required and the policy on distribution.

SUGGESTED ACTIVITIES FOLLOWING THE EVALUATION

Evaluation should be a stimulating force leading to definite improvements in the services offered by the school to its students and community. The entire process should include self-analysis of the school's programs and services, objective reaction to the school's analysis by a visiting committee, oral and written reports to the school by the chairman of the visiting committee, and a resultant program of continuous improvement by the school.

Regional accrediting associations, state departments of education, and local school systems have developed helpful guidelines for follow-up programs. In the absence of such guidelines by sponsoring agencies, the following suggestions, based on the experience of various schools, may be of value:

1. The principal and the staff should become familiar with the information contained in the written report of the visiting committee. The written report should be available to all school personnel so that they can be both familiar with its contents and ready to participate in the follow-up activities.
2. A "rest period" for the committees following the intensive visiting committee experience is usually desirable. Schools normally retain the same committee structure for the planning and implementation of follow-up activities.
3. The follow-up activities may be expedited by placing all recommendations presented in the written report in one of the following categories:
    a) Recommendations that can be carried out immediately;
    b) Recommendations that can be carried out in the near future;
    c) Recommendations that may be carried out through long-term planning;
    d) Recommendations that are judged to be invalid.
4. The written report may be presented to members of the school board and to the local parent-teacher association. The extent to which the

the public will be made familiar with the complete report is the responsibility of the school district. In schools where students and parents have assisted in the evaluative process, they will, of course, be interested in and concerned with the results.

DEVELOPMENT OF THE INSTRUMENT

The development of the *K-12 School Evaluative Criteria* was proposed in the Spring of 1980 after numerous requests for such an instrument were received from unit schools, independent schools, parochial schools, regional accrediting associations, professional educators and professional organizations. This instrument was developed by utilizing a process similar in nature to that used in the development of other National Study of School Evaluation materials.

A national advisory committee was selected. The committee was to have these characteristics: 1) four members of the Board of Directors of the National Study of School Evaluation, 2) one representative from each of the regional associations, 3) two members each from the elementary, middle and secondary school levels, and 4) two members from independent and church related schools. Upon selection, these members met with the Executive Director in the Spring of 1981 to begin this major developmental effort.

After receiving recommendations from the regional accrediting associations, eleven schools were selected to participate in the field testing of this instrument. The pilot schools were asked to participate in three ways: 1) subcommittees were to critique the newly developed instrument as they used it in the self-study, 2) all teachers were to respond to a questionnaire designed to locate items in need of modification, and 3) steering committee members and/or steering committee chairmen were asked to participate in an interview conducted by a member of the advisory committee.

As a further means of refinement, four consultants reviewed and made suggestions regarding this instrument.

After results of the field test were compiled, they were presented to the advisory committee; such data were used to aid the members in refining the proposed *K-12 School Evaluative Criteria*. The newly refined instrument was then reviewed by the National Study of School Evaluation's Board of Directors and approved for publication in July 1982.

This instrument affords the K-12 school the opportunity to examine all aspects of the total educational program. A major benefit results from bringing together teachers from all levels of study to evaluate each specific learning area (math, science, reading, etc.) from elementary through secondary levels. All aspects of the school can be viewed in such totality.

The eleven schools participating in the field test for the *K-12 School Evaluative Criteria* were:

The Barnard School, New York, New York
The Bergen School, Jersey City, New Jersey
Goreville Community School, Goreville, Illinois
Grant Parish School System, Colfax, Louisiana
Hinds County Public Schools, Raymond, Mississippi
The Huntley Schools, Huntley, Illinois
Lopez School District, Lopez, Washington
New Bremen School, New Bremen, Ohio
Price Laboratory School, Cedar Falls, Iowa
St. Patricks School, Maysville, Kentucky
Stromsburg Public Schools, Stromsburg, Nebraska

Special consultants who reviewed and critiqued the instrument were:

Mary Daniel Bohren, Assistant Superintendent, Diocese of Erie School System, Erie, Pennsylvania
Claude C. Casey, Jr., Headmaster, St. Paul's School, Garden City, New York
Joan Magnetti, President, New Jersey Association of Independent Schools, Princeton, New Jersey
Everette E. Sams, Professor of Administration and Supervision, Middle Tennessee State University, Murfreesboro, Tennessee

The advisory committee is listed on page vi.

SUPPLEMENTAL MATERIALS

Current Publications of the National Study of School Evaluation:

- *Evaluative Guidelines for Multicultural/Multiracial Education*, 1973
- *Secondary School Evaluative Criteria:* Narrative Edition, 1975
- *Evaluative Criteria:* Fifth Edition, 1978
- *Evaluative Criteria:* Fifth Edition Audio-Filmstrip, 1978
- *Middle School/Junior High School Evaluative Criteria*, 1979
- *Middle School/Junior High School Evaluative Criteria* Audio-Filmstrip, 1979
- Training Evaluators Audio-Filmstrip, 1979
- *Elementary School Evaluative Criteria*, Second Edition, 1981
- *Elementary School Evaluative Criteria*, Second Edition Audio-Filmstrip, 1981
- *Central Office Evaluative Criteria*, 1981
- *Student Opinion Inventory*, Revised Edition, 1981
- *Teacher Opinion Inventory*, Revised Edition, 1981
- *Parent Opinion Inventory*, Revised Edition, 1981

Use of Publications by Regional Accrediting Associations

Specific information relative to the use of these materials in the regional evaluation and accreditation process may be obtained from the six regional accrediting associations:

Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104
New England Association of Schools and Colleges, Inc., 131 Middlesex Turnpike, Burlington, MA 01803
North Central Association of Colleges and Schools, Commission on Schools, 1540 30th Street, P.O. Box 18, Boulder, CO 80306
Northwest Association of Schools and Colleges, Commission on Schools, Blue Mountain Community College, Box 100, Pendleton, OR 97801
Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, GA 30365
Western Association of Schools and Colleges 1611 Rollins Road, Burlingame, CA 94010

GLOSSARY

Administrative staff—refers to any or all of the following: superintendent, assistant superintendent(s), principal, assistant principal(s) and similar school personnel.

Articulation

horizontal—relationship of continuity existing among the various parts of a curriculum at a given level with respect to successive age and grade levels of instruction, such that, taken together, the parts have some degree of unity and coherence.

program--(1) the process of so arranging the instructional programs of the successive grades and divisions of the school system that a closely interlocking, continuous, and consistent educational environment is provided for pupils as they progress through the system; (2) the degree of continuity, consistency, and interdependence in the offerings of the successive grades and divisions of the school system.

vertical—the degree to which the interlocking and interrelation of the successive levels of the educational system facilitate the continuous, economical, and efficient educational progress of pupils.

Auxiliary staff—includes clerical, custodial, paraprofessional, food services, transportation and similar nonprofessional staff.

Curriculum—(1) a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or vocational field; (3) a group of courses and planned experiences which a student has under the guidance of the school or college; may refer to what is intended as planned courses and other activities or intended opportunities or experiences, or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.

Ethnic group—a fairly distinct cultural group, whether racial, national, or tribal.

Exceptional student—a child who deviates intellectually, physically, socially, or emotionally in his growth and development so markedly from what is considered to be normal that he cannot receive maximum benefit from a regular school program and requires a special class or supplementary instruction and services.

Governing body—an officially constituted group of persons charged with the overall responsibility for the control and management of the affairs of one or more educational institutions; usually delegates executive functions to appointed administrators and deals primarily with matters of policy.

Instructional staff—includes teachers, counselors and other professional persons not serving as administrators.

Learning areas—those subject areas which comprise the curricular program.

Objective—n. aim, end in view, or purpose of a course of action or a belief; that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so that the total process is designed and integrated.

Philosophy—(common sense) an integrated personal view that serves to guide the individual's conduct and thinking.

Self-concept—the perception or notion that each person has of himself; the positive, neutral or negative view of one's own individual identity.

Student activities, extraclass—that area of the total curriculum which includes experiences not usually provided in typical classes, such as work experiences, out-of-school experiences, camp experiences, clubs, assembly programs, interscholastic and intramural athletics, student participation in government, and other activities under the guidance of the school. (The present trend is toward use of this term instead of extracurricular activities which is misleading in the light of the new definitions of the curriculum.)

Unit school—a school containing both elementary and secondary grades usually located in one building or one site under a single administrator.

Many of these definitions are from:

Good, Carter V. (ed). *Dictionary of Education.* New York: McGraw-Hill Book Company, 1973.

K-12 School
EVALUATIVE CRITERIA

Section 13A

School and Community

(PUBLIC SCHOOLS)

NAME OF SCHOOL ______________________________

DATE ____________________

Prepared by

____________________ ____________________

____________________ ____________________

____________________ ____________________

Indicate grade-level assignment of committee members where appropriate.

The committee given the responsibility for completing this section, "School and Community," will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

This section provides basic data for the complete evaluation. The importance of careful and accurate gathering of the data cannot be overemphasized. *This section should be completed before work is started on the other sections.*

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The report of this committee, when completed, should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION
5201 Leesburg Pike, Falls Church, Virginia 22041

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ORGANIZATION OF THE CRITERIA

The *K-12 School Evaluative Criteria* is composed of twelve sections:

12	Manual
13A	School and Community (Public Schools)
13B	School and Community (Nonpublic Schools)
14	Philosophy and Objectives
15	Curriculum: Learning Areas
16	Curriculum: Overview
17	Individual Faculty Data
18	School Staff and Administration
19	Student Activities Program
20	Learning Media Services
21	Student Personnel Services
22	School Plant
23	Plans and Priorities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy and Objectives" form the foundation for the process and undergird the entire evaluation.

"School and Community (Public Schools)" is a data-gathering section. The section "School and Community (Nonpublic Schools)" is designed specifically for use by independent, church related, and other nonpublic schools. "Philosophy and Objectives" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section.

The next two sections, "Curriculum: Learning Areas" and "Curriculum: Overview," are also closely related, one section making possible the evaluation of each of the areas of learning that the school identifies and the other focusing on the organization of the total curriculum.

The section on "Individual Faculty Data" includes information concerning individual faculty members and provides an opportunity for those persons to express opinions on certain aspects of the school program. This is the only section that each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff and auxiliary staff. The "Student Activities Program" section focuses on the school's total activities program. The "Learning Media Services" section covers media services, library and audio-visual. "Student Personnel Services" examines such services as guidance, health, provisions for exceptional children, food and transportation. "School Plant" deals with the school's physical plant and facilities. The "Plans and Priorities" section provides an opportunity to place in priority the school's plans for improvement.

The sections 15, 16, 18, 19, 20, 21 and 22 use this common format:

- I. Principles
- II. Description
- III. Evaluation
- IV. Plans for Improvement
- V. Current Status Scale

This five-point format begins with Part I, a series of principles designed to stimulate thought and reflection about the school program. Part II consists of probing questions designed to elicit a description of the program or area under consideration. Part III provides an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

THE SCHOOL'S TASK IN EVALUATION

The complete evaluation of a school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by the faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally educationally sound. This concept involves the basic principle that K-12 schools shall be evaluated in terms of what the school is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy and objectives of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

School staff and administration, parents, students and members of the governing body should be actively involved in this self-evaluation. It is important that all who are involved understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and overlook the fact that the total evaluation does not rest on that particular section. Staff interaction is essential in bringing about change.

Since this instrument is specifically designed for K-12 schools, most questions or statements are applicable to multiple grade levels. Schools are reminded, however, of their prerogative to strike or change words, so long as they do not misdirect the intent of a statement, but render it more relevant. In the event that an entire statement appears to be irrelevant, a school may decide it does not apply and explain its view in the space provided.

It is vital that staff members receive feedback on reports of all sections of the K-12 self-study and that they have an opportunity to express either agreement or disagreement with each section report. Provision should be made for modification of a report when advisable.

More detailed information may be found in the "Manual," Section 12.

STATEMENT OF PURPOSE

The evaluation of a school must, to a large extent be based on the degree to which its educational program meets the needs of the students, the parents and the larger community. Since these needs are related to the resources, opportunities and conditions in the community, it is important that analyses be made and described.

This section is organized to present such information. The goal is to describe the student body, the parents and the community as well as all available educational and cultural opportunities. Information compiled here will serve as a guide in all other sections of the instrument to assist in determining the degree to which the school program serves the students, parents and community.

I. THE STUDENTS IN THE SCHOOL

The characteristics of the student body will help determine what programs and learning experiences are needed. School programs should be designed to provide both developmental and remedial opportunities for improved learning. A dynamic program should promote the progress of students of various abilities, aspirations, and goals as well as be adaptable to the changing character of the school population.

A. Student Enrollment

1. Complete the chart below, using enrollments as of October 1 (approximately).
2. If the school is ungraded, use reasonable equivalents.

ENROLLMENT BY YEARS

GRADES INCLUDED IN THIS SCHOOL	PAST		PRESENT	PROJECTED	
	Three Years Ago 19__ 19__	One Year Ago 19__ 19__	This Year 19__ 19__	Next Year 19__ 19__	Three Years Hence 19__ 19__
	Number	Number	Number	Number	Number
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Grade _____					
Exceptional Students					
Total					

3. Explain any unusual variations in enrollments.
4. Complete the chart in regard to projected enrollment for your school.

B. Age-Grade Distribution

School Year for Which Data Are Given: 19_____-19_____

Indicate the number of pupils at each age level on October 1. (If the school is ungraded, estimate equivalents.)

GRADE	AGE												
	5	6	7	8	9	10	11	12	13	14	15	16	17 and Over
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Grade ______													
Exceptional Children													
Total													

C. Mental Ability

1. If intelligence or mental ability test records are available, give number of students who score in each of the following IQ or percentile ranges. In case the school does not have data suitable for this table, give equivalent distribution either in this form, revised as necessary, or on a separate sheet. If neither request can be met, describe briefly the general mental ability of pupils. A school may modify the intervals listed below to agree with data already available.

RANGE*		Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	TOTAL	
IQ	Percentile	____	____	____	____	____	____	____	____	____	____	____	____	____	Number	%
Over 124	Over 94															
117-124	85-94															
109-116	70-84															
92-108	31-69															
84-91	16-30															
76-83	6-15															
Below 76	Below 6															
Total																
Year in which tests were given																

*Indicate which column is being used by circling "IQ" or "Percentile."

2. List test(s) used in collecting data.

D. Achievement

1. In the table below, indicate the percentage of boys and girls in each category or grade. If more appropriate (particularly at the high school level), use own data reporting forms.

Reading Achievement Norms	Grade 1 Percent		Grade 2 Percent		Grade 3 Percent		Grade 4 Percent		Grade 5 Percent		Grade 6 Percent		Grade 7 Percent		Grade 8 Percent		Grade 9 Percent		Grade 10 Percent		Grade 11 Percent		Grade 12 Percent		Total School Percent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

2. Test(s) used in collecting data.

3. In the table below, indicate the names and dates of the administration of mathematics tests for each grade.

	Name(s) of Test(s)	Date(s) of Test(s)
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		
Grade ______		

4. In the table below, indicate the percent of boys and girls in each category for each group.

Mathematical Ability Range	Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Grade __ Percent		Total School Percent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
4 or more years above																												
3 years above																												
2 years above																												
1 year above																												
At grade level																												
1 year below																												
2 years below																												
3 years below																												
4 or more years below																												

E. Student Characteristics

1. What information does the school gather regarding the special talents and interests of individual students (such as artistic, musical or athletic skills)?

2. Describe any special characteristics with respect to the physical, emotional and socioeconomic backgrounds of students (handicap and disability information included).

F. Ethnic Characteristics of Student Body

1. List below the identifiable ethnic groups that compose the student body.

ETHNIC GROUP	Percent of Student Body Now	Percent of Student Body 5 Years Ago
Total	100.00	100.00

2. Describe significant ethnic trends that have had or will have an impact on the school's educational program.

G. Educational Intentions

1. Indicate the number and percent of members of the present senior class whose intentions are as follows:

Intentions	Boys	Girls	TOTAL	
			Number	Percent
Attend 4-year college or university				
Attend junior or community college				
Attend other post-secondary school, e.g., business college or technical institute				
Continue education but undecided on type of school				
Stop formal education upon graduation				
Undecided about further education				
Unknown				
Total members of senior class				

2. To what extent are the above data used in planning individual and group educational programs?

H. Follow-up Data on Graduates (Class of 19____)

Indicate in the appropriate columns the number and percentage of graduates of the last senior class who have entered the educational and occupational categories. Use longer range composite data if preferred.

CATEGORIES	Boys	Girls	TOTAL	
			Number	Percent
Attend 4-year college or university				
Attend junior or community college				
Attend other post secondary school, e.g., business college or technical institute				
Occupation:				
Planned delay of further schooling				
Military Service				
Married				
Unemployed				
Unknown				
Total				

Withdrawals

1. In the table below, indicate the number of students who withdrew because of the reasons listed. Individual investigations should be made when possible, but when that is not feasible, accept the reason given by the student. These data should represent a 12-month period (October 1-October 1) in order to include students who finish a term but fail to return the following term.

			TOTAL	
REASON FOR WITHDRAWAL	Boys	Girls	Number	Percent of Total Enrollment of School
State Reasons for Withdrawal				
Total Withdrawn				

2. Discuss any unusual conditions revealed by these data.

3. What factors within the school or community contribute to any unsatisfactory conditions revealed by these data?

4. Please explain any unusual transfer or turnover pattern.

J. Information regarding Students' Parents

1. Occupational status (give percentage):

Occupation	Father	Mother	Occupation	Father	Mother
Agricultural			Semiskilled		
Clerical			Service occupations		
Housewife			Skilled		
Managerial			Unskilled		
Military			Unemployed		
Professional					

2. Educational status of adults (count each parent only once):*

a) Percent of parents with formal education in elementary school only .... ____________%
b) Percent of parents with partial but incomplete high school attendance................ ____________%
c) Percent of parents who have completed high school. .... ____________%
d) Percent of parents with some formal education beyond high school other than college ____________%
e) Percent of parents with some college education but without a degree .... ____________%
f) Percent of parents with a bachelor's (or baccalaureate) degree......................... ____________%
g) Percent of parents with advanced degrees .... ____________%
*These need not be the exact categories used.

3. What percentage of the student body lives in a two-parent household?.................. ____________%

II. THE SCHOOL DISTRICT

The quality of the educational program is frequently a function of the resources available and the number of students to be served. The following items deal with these important aspects of the school district.

A. Population and Enrollment Data

1. Total population .... ____________

2. Grade and enrollment distribution:

	Elementary Schools	Junior High/ Middle Schools	Senior High Schools
Grades included at each level:			
Public schools			
Nonpublic schools			
Total enrollment at each level:			
Public schools			
Nonpublic schools			

B. Financial Resources and Budgeting

1. Assessed valuation of the district .... $____________
   (Indicate the relationship of assessed value to actual value: .... ____________%)
2. Tax rate per thousand dollars of assessed valuation .... $____________
3. Percent of local taxes appropriated for schools .... ____________%
4. Total school district budget .... $____________
5. Percent of total budget derived from these sources: Local .... ____________%
   State .... ____________%
   Federal .... ____________%
   Other .... ____________%
6. Expenditures per student in district: Elementary (if available) .... $____________
   Junior high school/middle school (if available) .. $____________
   High school (if available) .... $____________
7. Number of certified staff employed by district .... ____________
8. Attach a copy of the school district salary schedule(s). Indicate the number of employees currently at each salary level.
9. Indicate what percent of the school district budget is allotted to each major area (such as administration, instruction, transportation, supplies, equipment and maintenance).

10. Describe the nature and extent of the school staff's participation in preparation of school budgets.

11. Describe what, if any, community involvement or participation takes place in developing school budgets.

C. Government and Foundation Supported Programs

1. Describe any projects currently in operation in this school that are financed by federal, state or municipal agencies.

2. Describe any projects currently in operation in this school that are supported by philanthropic agencies or business organizations.

3. Describe how the facilities of the community and/or people in the community are used in any of these programs.

III. THE COMMUNITY

The accumulation and analysis of data about the community are logical steps in the evaluation of the school's program. A dynamic program will be sensitive to community needs and will focus on positive steps toward the solution of community education problems.

A. Describe important characteristics of the community that relate to the school and its programs and that have not been described in the foregoing pages. Explain how these characteristics have been responsible for the development of school programs and describe the programs. (Characteristics may include such matters as ethnic and racial groups, socioeconomic conditions, labor surpluses, migrant and seasonal residents, first generation Americans, non-English language groups, industrial exodus, automation, declining employment opportunities, religious beliefs, subcultural folkways, biases and prejudices, and public and private multiple-dwelling housing.)

B. Describe each of the following nonschool programs and/or facilities that are available, and discuss (1) their adequacy, (2) any unique services that they offer to the students and the community, and (3) the extent to which students use them:

1. Library facilities

2. Recreational opportunities and facilities

3. Parks

4. Choral and instrumental music organizations and programs

5. Dramatics organizations and programs

6. Arts and crafts programs

7. Museums, art galleries and zoos

8. Others (list)

C. List the major clubs and organizations in the community that are available to students (for example Scouts and 4-H).

D. Describe the post-high-school educational institutions that are available within the community:

1. Collegiate institutions

2. Vocational and technical schools

3. Institutions providing adult or continuing education

E. Discuss the extent to which school facilities are made available to the community after school hours.

IV. CLIMATE OF THE SCHOOL AND COMMUNITY

The general climate of the school and community exerts a profound influence on the school and its program. Every effort should be made to determine the quality of this climate.

A. The Student Climate

The *Student Opinion Inventory* developed and published by the National Study of School Evaluation or a similar valid instrument may be used to determine student attitudes or opinions about the school, its administration, teachers and program. The *Evaluation Guidelines for Multicultural/Multiracial Education* published by the National Study of School Evaluation also assesses attitudes of students and teachers about this important aspect of the educational program.

1. What are the significant findings of this study?

2. What are the implications?

B. The Faculty Climate

The opinionnaire developed by the National Study of School Evaluation or a similar valid instrument may be used to determine faculty attitudes or opinions concerning the school, its administration and program. Place the results in tabular form.

1. What are the significant findings of the study?

2. What are the implications?

C. The Community Climate

Important to the success of a school program is the attitude of the community toward the school and its program. The *Parent Opinion Inventory* developed by the National Study of School Evaluation or a similar valid instrument may be used to assess parent attitudes. A cross-section of the public may be chosen if care is used to ensure that all groups are represented. Place the findings in tabular form.

1. What are the significant differences in the beliefs, attitudes or concepts of the three groups?

2. How can these be resolved?

K-12 School
EVALUATIVE CRITERIA

Section 13B

School and Community

(NONPUBLIC SCHOOLS)

NAME OF SCHOOL ____________________

DATE ____________________

Prepared by

____________________ ____________________

____________________ ____________________

____________________ ____________________

Indicate grade-level assignment of committee members where appropriate.

The committee given the responsibility for completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

This section, "School and Community (Nonpublic Schools)," provides basic data for the complete evaluation. It is not to be completed by public schools. The importance of careful and accurate gathering of the data cannot be overemphasized. This section should be completed before work is started on the other sections.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The completed report of this committee should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION
5201 Leesburg Pike, Falls Church, Virginia 22041

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ORGANIZATION OF THE CRITERIA

The *K-12 School Evaluative Criteria* is composed of twelve sections:

12	Manual
13A	School and Community (Public Schools)
13B	School and Community (Nonpublic Schools)
14	Philosophy and Objectives
15	Curriculum: Learning Areas
16	Curriculum: Overview
17	Individual Faculty Data
18	School Staff and Administration
19	Student Activities Program
20	Learning Media Services
21	Student Personnel Services
22	School Plant
23	Plans and Priorities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy and Objectives" form the foundation for the process and undergird the entire evaluation.

"School and Community (Public Schools)" is a data-gathering section. The section "School and Community (Nonpublic Schools)" is designed specifically for use by independent, church related, and other nonpublic schools. "Philosophy and Objectives" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section.

The next two sections, "Curriculum: Learning Areas" and "Curriculum: Overview," are also closely related, one section making possible the evaluation of each of the areas of learning that the school identifies and the other focusing on the organization of the total curriculum.

The section on "Individual Faculty Data" includes information concerning individual faculty members and provides an opportunity for those persons to express opinions on certain aspects of the school program. This is the only section that each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff and auxiliary staff. The "Student Activities Program" section focuses on the school's total activities program. The "Learning Media Services" section covers media services, library and audio-visual. "Student Personnel Services" examines such services as guidance, health, provisions for exceptional children, food and transportation. "School Plant" deals with the school's physical plant and facilities. The "Plans and Priorities" section provides an opportunity to place in priority the school's plans for improvement.

The sections 15, 16, 18, 19, 20, 21 and 22 use this common format:

I. Principles
II. Description
III. Evaluation
IV. Plans for Improvement
V. Current Status Scale

This five-point format begins with Part I, a series of principles designed to stimulate thought and reflection about the school program. Part II consists of probing questions designed to elicit a description of the program or area under consideration. Part III provides an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

THE SCHOOL'S TASK IN EVALUATION

The complete evaluation of a school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by the faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally educationally sound. This concept involves the basic principle that K-12 schools shall be evaluated in terms of what the school is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy and objectives of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

School staff and administration, parents, students and members of the governing body should be actively involved in this self-evaluation. It is important that all who are involved understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and overlook the fact that the total evaluation does not rest on that particular section. Staff interaction is essential in bringing about change.

Since this instrument is specifically designed for K-12 schools, most questions or statements are applicable to multiple grade levels. Schools are reminded, however, of their prerogative to strike or change words, so long as they do not misdirect the intent of a statement, but render it more relevant. In the event that an entire statement appears to be irrelevant, a school may decide it does not apply and explain its view in the space provided.

It is vital that staff members receive feedback on reports of all sections of the K-12 self-study and that they have an opportunity to express either agreement or disagreement with each section report. Provision should be made for modification of a report when advisable.

More detailed information may be found in the "Manual," Section 12.

STATEMENT OF PURPOSE

The evaluation of a school must, to a large extent, be based on the degree to which its educational program meets the needs of the students, the parents and the larger community. Since these needs are related to the resources, opportunities and conditions in the community, it is important that analyses be made and described.

This section is organized to present such information. The goal is to describe the student body, the parents and the community as well as all available educational and cultural opportunities. Information compiled here will serve as a guide in all other sections of the instrument to assist in determining the degree to which the school program serves the students, parents and community.

I. STUDENTS IN THE SCHOOL

The characteristics of the student body will help determine what programs and learning experiences are needed. School programs should be designed to provide both developmental and remedial opportunities for improved learning. A dynamic program should promote the progress of students of various abilities, aspirations, and goals as well as be adaptable to the changing character of the school population.

A. Student Enrollment

1. Complete the chart below, using enrollments as of October 1 (approximately).
2. If the school is ungraded, use reasonable equivalents.

ENROLLMENT BY YEARS

GRADES INCLUDED IN THIS SCHOOL	PAST		PRESENT	PROJECTED	
	Three Years Ago 19___ 19___	One Year Ago 19___ 19___	This Year 19___ 19___	Next Year 19___ 19___	Three Years Hence 19___ 19___
	Number	Number	Number	Number	Number
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Grade ______					
Exceptional Students					
Total					

3. Explain any unusual variations in enrollments.
4. Complete the chart in regard to projected enrollment for your school.

B. Age-Grade Distribution

School Year for Which Data Are Given: 19____-19____

Indicate the number of pupils at each age level on October 1. (If the school is ungraded, estimate equivalents.)

GRADE	AGE												
	5	6	7	8	9	10	11	12	13	14	15	16	17 or Over
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Grade ____													
Exceptional Children													
Total													

C. Mental Ability

1. If intelligence or mental ability test records are available, give number of students who score in each of the following IQ or percentile ranges. In case the school does not have data suitable for this table, give equivalent distribution either in this form, revised as necessary, or on a separate sheet. If neither request can be met, describe briefly the general mental ability of pupils. A school may modify the intervals listed below to agree with data already available.

RANGE*		Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	TOTAL	
IQ	Percentile	____	____	____	____	____	____	____	____	____	____	____	____	____	Number	%
Over 124	Over 94															
117-124	85-94															
109-116	70-84															
92-108	31-69															
84-91	16-30															
76-83	6-15															
Below 76	Below 6															
Total																
Year in which tests were given																

*Indicate which column is being used by circling "IQ" or "Percentile."

2. List test(s) used in collecting data.

D. Achievement

1. In the table below, indicate the percentage of boys and girls in each category or grade. *If more appropriate* (particularly at the high school level), use own data reporting forms.

Reading Achievement Norms	Grade 1 Percent		Grade 2 Percent		Grade 3 Percent		Grade 4 Percent		Grade 5 Percent		Grade 6 Percent		Grade 7 Percent		Grade 8 Percent		Grade 9 Percent		Grade 10 Percent		Grade 11 Percent		Grade 12 Percent		Total School Percent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

2. Test(s) used in collecting data.

E. Ethnic Characteristics

1. List below the identifiable ethnic groups that comprise the student body. (An ethnic group is defined as a group with a common cultural tradition and a sense of identity which exists as a subgroup of a larger society).

GROUP	Percent of Student Body Now	Percent of Student Body 5 Years Ago
TOTAL	100.00	100.00

2. Describe significant changes in the ethnic composition of the student body in recent years.

F. Educational Intentions

Indicate the number and percent of members of the present senior class whose intentions are as follows:

Intentions	Boys	Girls	TOTAL	
			Number	Percent
Attend 4-year college or university				
Attend junior or community college				
Attend other post-secondary school, e.g., business college or technical institute				
Continue education but undecided on type of school				
Stop formal education upon graduation				
Undecided about further education				
Unknown				
Total members of senior class				

G. Follow-up Data of Graduates (Class of 19_____)

Indicate in the appropriate columns the number and percentage of graduates of the last senior class who have entered the educational and occupational categories:

CATEGORIES	Boys	Girls	TOTAL	
			Number	Percent
Attend 4-year college or university				
Attend junior or community college				
Attend other post secondary school, e.g., business college or technical institute				
Occupation:				
Planned delay of further schooling				
Military Service				
Married				
Unemployed				
Unknown				
Total				

H. Information regarding Students' Parents

1. Occupational status (give percentage):

Occupation	Father	Mother	Occupation	Father	Mother
Agricultural			Semiskilled		
Clerical			Service occupations		
Housewife			Skilled		
Managerial			Unskilled		
Military			Unemployed		
Professional			Other		

2. Educational status of adults (count each parent only once):*

a) Percent of parents with formal education in elementary school only .... ____________%
b) Percent of parents with partial but incomplete high school attendance................ ____________%
c) Percent of parents who have completed high school.................................. ____________%
d) Percent of parents with some formal education beyond high school other than college ____________%
e) Percent of parents with some college education but without a degree .... ____________%
f) Percent of parents with a bachelor's (or baccalaureate) degree....................... ____________%
g) Percent of parents with advanced degrees .... ____________%

*These need not be the exact categories used.

3. What percentage of the student body lives in a two-parent household .... ____________%

I. Withdrawals

1. In the table below indicate the major reason for withdrawal given by each pupil. If no major reason was given, determine the most plausible reason from the records of the pupil. Do not count any pupil more than once. Include those who have withdrawn from school during the 12 months preceding the opening of the current school year.

Reason for Withdrawal	Number Withdrawn at Each Grade or Level													Number		Total for Each Reason
	K	1	2	3	4	5	6	7	8	9	10	11	12	Boys	Girls	
Change of residence																
Change of school																
Financial problems																
Transportation problem																
Personal problem																
Academic difficulty																
Discipline problem																
Pupil dissatisfaction																
Parental dissatisfaction																
Other																
						TOTAL										

2. Does any pattern emerge (e.g., academic difficulty in the upper grades, pupil dissatisfaction more predominant among girls, etc.)? If so, discuss.

3. Indicate the type of school to which the pupils transferred:

Type	Number
Public	
Church-related	
Independent	
Other Nonpublic	
	TOTAL

J. Admissions and Recruitment

1. What qualities or characteristics attract pupils to your school?

2. Compare the present pupil enrollment with the school capacity.

3. Who is responsible for recruitment and admissions?

4. Briefly list the admissions policies, criteria, and procedures for admitting pupils to the school.

5. Describe the recruitment program, including elements such as brochures, newspaper, radio, TV, special activities and community groups. When practical, attach materials. In other cases (e.g., slide shows), describe the items in detail and indicate where they may be examined.

6. What scholarships or student aid funds are available?

7. What outside individuals or groups are utilized in assisting admission and recruitment efforts?

K. Evaluation

1. Describe your school's major strengths related to the present and potential student population.

2. Describe your school's major weaknesses related to the present and potential student population.

3. What procedures have been developed to carry on a continuous evaluation of this area?

L. Plans for Improvement

1. What changes should be incorporated into your admissions and recruitment programs?

2. List short-term and long-term plans to implement needed changes in admissions and recruitment programs.

II. COMMUNITY

A. Background Information

Summarize the history and major characteristics of the community, the school and the student body.

B. Members of the Community

1. Define the groups that constitute the school community (e.g., alumni, church, present and past parents, grandparents, friends of the school).

2. Briefly describe the manner and frequency of relating to each group.

C. Public Relations

1. Who is responsible for public relations materials and activities?

2. Describe the public relations program. Where practical, attach materials. In other cases (e.g., slide shows, scrapbooks of newspaper articles), describe the items in detail and indicate where they may be examined.

D. Facilities and Programs

1. Describe facilities and programs outside the school (libraries, museums, theaters, arts programs, sports events, etc.) that are available for student use. Specify the manner and extent of usage within the past academic year as well as any future plans for similar facilities or events.

Facility or Program	Usage in Past Academic Year	Future Plans For Use

2. Describe the manner and extent to which school facilities are made available to the community.

E. Organizations and Individuals

1. List organizations and individuals who regularly provide learning experiences or other service to the school:

Organizations/Individuals	Type and Frequency of Service

2. List ways in which pupils regularly offer service to groups or individuals outside of the school:

Groups/Individuals	Type and Frequency of Service

F. Other Schools

1. List the other schools (nonpublic and public) with which you are coordinating activities or endeavors. Describe all present and planned activities and endeavors.

2. List the high schools/colleges that graduates most frequently attend. Describe all present and planned articulation efforts.

III. SCHOOL FINANCE

A. Financial Structure and Support Data

1. List sources of income according to percentages of total (use data from last audit).

Source	Percentage
a. Tuition	
b. Fees	
c. Revenue special activities programs	
d. Interest/revenue general operating fund	
e. Foundations	
f. Annual giving	
g. Capital giving	
h. Endowments	
i Memorials	
j. Subsidies	
k. Sundry/charitable contributions	
l. Other	

2. Aside from the revenue from tuition and fees, indicate the amount of yearly support for the annual operating budget and for the capital projects of the school.

3. If available, indicate the amount of the annual support from:

a. present parents	
b. alumni, past parents, grandparents and other friends of the school.	

4. Indicate the yearly cost per student, using the formula $\frac{\text{Operating expenditures}}{\text{Number of students}}$.
   $________

5. Describe and attach your tuition and fee schedule.

6. Indicate the total number of full-time ________ and part-time teachers ________ in the school.

7. Attach a copy of the school's salary schedule or ranges.

8. Describe in detail the fringe benefits offered to the faculty and staff.

9. Describe the financial accounting system used by the school; i.e., fund accounting, zero-based budgeting, parish or diocesan arrangement, profit/loss statements, outside or independent audits, other. Attach a copy of your annual operating budget and latest financial statement (optional).

10. Describe provisions for the accounting and management of endowment funds and/or the results of fund-raising efforts.

B. Budget Planning

1. Describe the budget planning process used in the school.

2. Describe the nature of the school staff's participation in the preparation of the school's annual budget.

3. Describe what, if any, community involvement or participation takes place in developing the school's annual budget.

C. Government- and Foundation-Supported Programs

1. Describe any projects currently in operation in this school that are financed by federal, state or municipal agencies.

2. Describe any projects currently in operation in this school that are supported by philanthropic agencies or business organizations.

3. Describe any programs currently in operation in this school that are supported by the joint efforts of several schools: e.g., collective or cooperative purchasing, shared use of school facilities, materials or faculty.

4. Describe how community facilities and/or people in the community are involved in any of these programs.

D. Other Pertinent Special Data

Due to the uniqueness of independent, church-related, and other nonpublic schools, there may be other relevant data dealing with the finances of a school when reviewing the overall fiscal status. If such is the case with your school situation, please describe in detail. (Note: The balance of this section should not be completed until the end of the self-study.)

1. Describe your school's major strengths related to your present financial situation.

2. Describe your school's major weaknesses related to your present financial situation.

3. What procedures have been developed to carry on a continuous evaluation of this school area?

IV. CLIMATE OF THE SCHOOL AND COMMUNITY

The general climate of the school and community exerts a profound influence on the school and its program. Every effort should be made to determine the quality of this climate.

A. The Student Climate

The *Student Opinion Inventory* developed and published by the National Study of School Evaluation or a similar valid instrument may be used to determine student attitudes or opinions about the school, its administration, teachers, and program. The *Evaluation Guidelines for Multicultural/Multiracial Education* published by the National Study of School Evaluation also assesses attitudes of students and teachers about this important aspect of the educational program.

1. What are the significant findings of this study?

2. What are the implications?

B. The Faculty Climate

The *Teacher Opinion Inventory* developed by the National Study of School Evaluation or a similar valid instrument may be used to determine faculty attitudes or opinions concerning the school, its administration and program. Place the results in tabular form.

1. What are the significant findings of the study?

2. What are the implications?

C. The Community Climate

Important to the success of a school program is the attitude of the community toward the school and its program. The *Parent Opinion Inventory* developed by the National Study of School Evaluation or a similar valid instrument may be used to assess parent attitudes. A cross-section of the public can be chosen if care is used to ensure that all groups are represented. Place the findings in tabular form.

1. What are the significant differences in the beliefs, attitudes or concepts of the three groups?

2. How can these differences be resolved?

K-12 School
EVALUATIVE CRITERIA

Section 14

Philosophy and Objectives

NAME OF SCHOOL ______________________________

DATE ______________________

Prepared by

______________________ ______________________

______________________ ______________________

______________________ ______________________

Indicate grade-level assignment of committee members where appropriate.

The committee completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The "Philosophy and Objectives" section is one of the basic sections upon which the evaluation rests. One of the fundamental principles of evaluation that the National Study of School Evaluation supports is that a school should be evaluated in terms of what it is striving to accomplish. The committee responsible for this area should develop the school's philosophy and objectives or reexamine its existent philosophy and objectives in light of the data provided by the "School and Community" section, to determine their relevancy to the present school program. The committee should also consider the school's central priorities and list specific ways in which these are being attained.

The words "philosophy" and "objectives" as used in this instrument will be defined as:

Philosophy: A statement of examined beliefs which provides a source of direction in determining the school's educational objectives.

Objective: A guideline expressed in practical terms for the selection of programs to implement the philosophy.

The philosophy should include those basic beliefs which express the conviction of the staff, children and community pertaining to: (1) purpose of the school, (2) learning theories, (3) areas and methods of instruction, (4) types of learning activities and (5) outcomes to be attained.

The objectives should include what the school is trying to do to meet the needs and interests of children in accordance with the statement of philosophy.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items so that clarity will be improved by fuller development.

It is especially important that the report of this committee be presented to the faculty and administration for approval or modification before the remainder of the study is started.

NATIONAL STUDY OF SCHOOL EVALUATION
5201 Leesburg Pike, Falls Church, Virginia 22041

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The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy and Objectives" form the foundation for the process and undergird the entire evaluation.

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OVERVIEW

Each school should have a written statement of its philosophy and objectives consistent with the unique needs of the students it serves. This means that a statement of philosophy and objectives can neither be adopted nor adapted from that of any other school.

It should be noted here, however, that the statement of philosophy and objectives of a school which is part of a system should be consistent with the more general statement of philosophy and objectives of the system.

Because statements of philosophy and objectives are basic to the development of meaningful educational programs and the creation of an environment conducive to learning, it is important that each statement be arrived at through the use of democratic processes reflecting the best thinking of the students, parents and the governing body.

Schools having a written statement of philosophy and objectives need to review such statements for current relevancy and to determine whether or not they are consistent with and define the needs and characteristics of students currently being served by the school.

The interests of students are best served when a school has developed a single statement of philosophy and appropriate grade level objectives with a strong thread of agreement and compatability encompassing all grades, K-12. In the event that a school has separate statements, it is recommended that a single statement be developed.

Schools developing an initial statement of philosophy and objectives may find some of the following suggestions helpful. The formulation process might include three stages of development. The first would be one in which all participants would individually examine their beliefs concerning the overall purposes of education in our society, the role of the school in the educational process, and the unique role of this particular school in light of the special individual needs of the pupils it serves.

The second stage would consist of a series of discussions focusing on desirable philosophy and objectives for this school. In this process complete agreement of all participants should not be anticipated because each individual brings to the discussion his own personal biases and beliefs. It is important that divergent views expressed by participants be heard and considered. It is also desirable that a consensus or majority viewpoint be arrived at prior to the conclusion of this step.

In the third stage, a committee of the participants should draft the statement of philosophy and objectives discussed by the group and submit it to them for modification or approval. At this point it may be desirable to submit the statement to the administration and governing board for approval.

A. Guiding Principles for a Statement of Philosophy

Every school needs a carefully formulated, comprehensive statement of philosophy. Such a statement serves as a basis for forming a judgment as to whether the school involved is in fact achieving its objectives. Through the process of self-study all phases of the entire school program are examined in order to determine if all aspects are carried out in accordance with the stated philosophy and objectives.

The following items may be helpful, but should not be limiting, in determining the content of the statement of philosophy.

1. Relevance of the statement of philosophy to the larger purposes of the American democratic commitment.
2. Attention to intellectual, democratic, moral and social values basic to satisfying the needs of the individual and his culture.
3. Recognition of individual differences.
4. The special characteristics and unique needs of students.
5. Concern for the nature of knowledge and for the nature of the learning process as they apply to learners and their total development.
6. Consistency of philosophy with actual practice.
7. Identification of the roles and relationships expected of the community, the students, the teachers, the administration and the governing body in the educational process of the school.
8. The responsibility for making a determination as to a desirable balance among activities designed to develop the cognitive, affective and psychomotor domains.
9. The relationship of the school to all other educational learning centers.
10. The role of the school with respect to social and economic change.
11. The accountability of the school to the community it serves.

Attach a copy of your school's statement of philosophy.

B. Guiding Principles for a Statement of Objectives

A school's philosophy and objectives are implemented in various ways—through the programs of instruction, co-curricular activities, special services, utilization of learning media, application of staff competencies, teaching strategies and a favorable climate for learning. Certain objectives, however, are of such overriding importance that they become a central commitment to all aspects of the educational program for students. Each staff member should accept responsibility for attaining these priorities in light of his or her specific professional assignment.

Examples of certain objectives which become educational commitments that a school might have are intellectual, personal, social, physical, moral, ethical, spiritual and aesthetical development.

These commitments should then become the major headings for the specific objectives that are compatible with the school's beliefs.

While the statement of philosophy expresses beliefs and values, the statement of objectives gives direction to the program.

The statement of objectives should be related to—but should not be limited to—the items listed below:

1. The general objectives of the school.
2. Desirable characteristics of the student's total educational environment.
3. Recognition and appreciation of sound learning theories which have been supported by research.
4. Respect for individual differences among students and ways of providing for these differences.
5. Recognition of the obligation to provide citizenship experiences necessary to function in a free American society.
6. Development of social and occupational awareness.
7. Physical, mental, emotional and social maturation of the students in a rapidly changing culture.
8. Continuation of the development of essential learnings.
9. Recognition of the need to provide for research and innovation.
10. Provision for a wide range of exploratory and socializing experiences and activities for all students.
11. Student development to help students achieve a positive self-concept and recognize and accept their potentials and limitations.

Attach a copy of your school's statement of objectives.

C. What procedures were used in preparing the current statements of philosophy and objectives?

D. In what ways do the statements of philosophy and objectives reflect known characteristics of the school and community?

E. What provisions have been made for keeping the school community informed about the school's philosophy and objectives?

F. What plans have been made for examining and updating the philosophy and objectives periodically or whenever a significant change in the nature of the student body, faculty or community occurs?

G. Add below any comments concerning the school's philosophy and objectives. (If surveys or opinionnaires were used in developing or updating the statements of philosophy and objectives, a copy with an analysis and summary may be included.)

K-12 School
EVALUATIVE CRITERIA
Section 15

Curriculum: Learning Areas

NAME OF LEARNING AREA ______________________________

NAME OF SCHOOL ______________________________

DATE ______________________________

Committee Members	Position

Indicate grade-level assignment of committee members where appropriate.

The selection of learning areas is the choice of the local school. Some may choose a conventional subject matter organization, for example, mathematics, science, English/language arts, physical education and foreign language. Other schools may choose to combine or to separate subject matter, for example, fine arts, or music, art and drama; science, or biology, chemistry and physics. The steering committee is encouraged to consider the size of the school, number of staff members, and the complexity of the organization in identifying the number of learning areas and their composition.

This section is designed to be used for all learning areas. The intent is to help a faculty study each area of learning from its introduction through its final level within the school. It is recognized that some areas may be combined for a limited time during some grade levels, but it is suggested that they be treated as separate areas throughout the grades to allow a total sequential study of the learning area. Each committee should react to the items as they apply to the respective learning areas. Notes or qualifications that explain the responses or make more complete the description of the practices in the given area should be written in the proper spaces.

The committee given the responsibility of completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it. It should be noted that this section should be completed prior to Section 17, "Curriculum: Overview."

NATIONAL STUDY OF SCHOOL EVALUATION
5201 Leesburg Pike, Falls Church, Virginia 22041

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18	School Staff and Administration
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20	Learning Media Services
21	Student Personnel Services
22	School Plant
23	Plans and Priorities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy and Objectives" form the foundation for the process and undergird the entire evaluation.

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It is vital that staff members receive feedback on reports of all sections of the K-12 self-study and that they have an opportunity to express either agreement or disagreement with each section report. Provision should be made for modification of a report when advisable.

More detailed information may be found in the "Manual," Section 12.

The committee should recognize that sections titled "School and Community" and "Philosophy and Objectives" taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy and objectives.

Once each school has approved its philosophy and objectives, each learning area is expected to develop a set of objectives within this framework. Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The report of this committee, when completed, should be presented to the entire faculty for approval or modification.

I. PRINCIPLES

Introduction

Listed below are a number of specific principles regarding "Learning Areas" that self-study participants should address. This introductory part is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of the implementation.

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
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Principles

The content and instructional activities in this learning area:

	Degree of Acceptance					Degree of Implementation				
1. Are consistent with the philosophy and objectives of this school...	1	2	3	4	5	1	2	3	4	5
2. Are appropriate for this school	1	2	3	4	5	1	2	3	4	5
3. Reflect a logical sequence among levels	1	2	3	4	5	1	2	3	4	5
4. Provide opportunities for exploration	1	2	3	4	5	1	2	3	4	5
5. Provide opportunities for specialization	1	2	3	4	5	1	2	3	4	5
6. Are periodically assessed to determine congruence between instruction and the objectives of the learning area	1	2	3	4	5	1	2	3	4	5
7. Are periodically evaluated in view of the results of achievement test analysis	1	2	3	4	5	1	2	3	4	5
8. Provide for general educational needs of students	1	2	3	4	5	1	2	3	4	5
9. Provide for individual needs of students	1	2	3	4	5	1	2	3	4	5
10. Other										

II. DESCRIPTION OF LEARNING AREA

A. Instructions for completing the "Area of Learning" chart on the following page:

1. *Column #1*
   Enter the grade level(s) at which each course or major topic is taught, beginning with the lowest grade level.

2. *Column #2*
   List the course title(s) (e.g., biology, American history, or journalism) taught at the grade level.

3. *Column #3*
   Enter the number of minutes of instructional time devoted to the course or topic each week.

4. *Column #4*
   Enter the number of weeks of instruction in this topic or course.

5. *Column #5*
   What are the major instructional goals or emphases?

6. *Column #6*
   List the basic instructional materials, textbooks, kits, workbooks, etc. Furnish copyright dates.

Note: Attach a statement describing the special education program. Include an example of student Individual Education Programs.

B. Describe any special strategies used in any course or topic listed on the following chart.

AREA OF LEARNING

(1) GRADE LEVEL	(2) COURSE TITLE OR MAJOR TOPIC(S)	(3) MIN. PER WEEK	(4) # OF WEEKS	(5) KNOWLEDGE, ATTITUDES, SKILLS OR VALUES EMPHASES	(6) BASIC INSTRUCTIONAL MATERIALS

C. Identify any gaps or omissions in this learning area.

D. Describe any unnecessary repetition in this learning area.

E. What procedures ensure that gaps, omissions and inappropriate repetitions will be minimized?

F. In what ways does this area of learning accommodate the special needs and interests of exceptional students?

G. Describe the specific procedures used in this learning area by which:

a. Course content is determined at the various levels.

b. Instructional time is allocated.

c. Instructional materials are selected.

d. Expectation levels for student achievement are established.

e. Teachers at all levels are made aware of the curriculum objectives, content, experiences, materials and test results at levels before and after the level at which they teach.

H. Record the *most recent* standardized achievement test results related to this learning area, K through 12. (Note: You may attach recent summaries or profiles of test results that might supplement or replace the data requested.)

GRADE LEVELS	NAME OF TEST	AREA TESTED	TEST DATE	MIDDLE (Mean/Median) SCORES*
ex. 1, 3, 7	SRA. ETS	Math, Reading, Sci.	12/82	47th percentile, 5th stanine

*Indicate norm reference (national or state).

1. How does the school use standardized tests to assess instructional needs within this learning area?

2. What provision is made for sharing these test results with the teachers?

(Note: You may attach recent summaries or profiles of test results that might supplement or replace the data requested.)

III. EVALUATION

A. What improvements in the instructional program in this area have been completed within the past five years?

B. What are considered to be the special strengths of the instruction in this area?

C. Identify those aspects of content or instruction in this area that are in greatest need of strengthening.

IV. PLANS FOR IMPROVEMENT

Review the principles and data in this section and respond to the following:

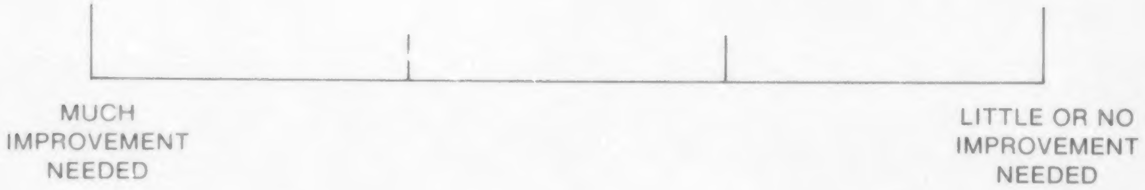
A. List by priority the short-range improvements recommended for this learning area.

B. List by priority the long-range improvements recommended for this learning area.

Add supplemental pages as needed.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present status of this learning area program (content, instruction, equipment, etc.) as compared to an optimum program in terms of the school's stated philosophy and objectives.


MUCH IMPROVEMENT NEEDED
LITTLE OR NO IMPROVEMENT NEEDED

Add below any other comments concerning the current status of the educational program in this learning area.

Section 16

Curriculum: Overview

NAME OF SCHOOL ____________________

DATE ____________________

Self-evaluation by

Members	Position

Indicate grade-level assignment of committee members where appropriate.

This section is designed to present a profile of the total curriculum as a preliminary step toward assessing program quality and establishing the basis for program improvement. It should be completed after *all* individual Learning Area sections are finished and reviewed. Since a major purpose of this section is to assess the scope and balance among all learning areas, it is recommended that the self-study committee be composed of a member of each of the major learning areas as well as those persons responsible for the administration of the curriculum such as the principal(s), superintendent(s), or curriculum director. This committee should review the "Philosophy and Objectives" and "School Community" sections and the "Learning Areas" prior to its discussions.

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I. PRINCIPLES

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Principles

The total curriculum:	Degree of Acceptance	Degree of Implementation
1. Reflects the philosophy and objectives of the school	1 2 3 4 5	1 2 3 4 5
2. Is characterized by unity: all parts contribute to the achievement of the school's objectives	1 2 3 4 5	1 2 3 4 5
3. Is characterized by balance in time, content, and other resources among the learning areas:		
at the elementary level	1 2 3 4 5	1 2 3 4 5
at the middle/junior high school level	1 2 3 4 5	1 2 3 4 5
at the high school level	1 2 3 4 5	1 2 3 4 5
4. Is characterized by logical sequencing at all levels	1 2 3 4 5	1 2 3 4 5
5. Reflects balance among the academic, the vocational, the fine arts, and the special learning areas	1 2 3 4 5	1 2 3 4 5
6. Provides for:		
the common needs of all students	1 2 3 4 5	1 2 3 4 5
the individual, special needs of students	1 2 3 4 5	1 2 3 4 5
7. Reflects the findings of:		
the school achievement testing program	1 2 3 4 5	1 2 3 4 5
follow-up studies of former students	1 2 3 4 5	1 2 3 4 5
inventories and assessments of parent, pupil and teacher attitudes	1 2 3 4 5	1 2 3 4 5
8. Provides for experimentation with new programs, new methods, and new materials	1 2 3 4 5	1 2 3 4 5
9. Is systematically developed through meaningful involvement of administrators, teachers, and students and parents when appropriate	1 2 3 4 5	1 2 3 4 5

10. Is continuously evaluated	1 2 3 4 5	1 2 3 4 5
11. Is implemented by class schedules that:		
utilize staff competencies effectively	1 2 3 4 5	1 2 3 4 5
reflect balance in teacher assignments, class size and number of teacher preparations	1 2 3 4 5	1 2 3 4 5
accommodate student abilities and interests	1 2 3 4 5	1 2 3 4 5
provide time allocations consistent with instructional needs	1 2 3 4 5	1 2 3 4 5
provide adequate time for teacher planning and conferencing	1 2 3 4 5	1 2 3 4 5
12. Others		

II. DESCRIPTION OF THE CURRICULUM

The tables and responses to each of the following are designed to enable the school to profile its curriculum for analysis and evaluation. Note: the information requested should be drawn from the several "Learning Area" sections previously completed. Persons completing this section are encouraged to modify the tables as necessary to best describe the school's total curriculum in a comprehensive manner.

A. Table 1: A Profile of the Time Allocations by Learning Areas at the Elementary Levels

Instructions. Complete Table 1 for all learning areas, (example: math, science, English, language arts, etc.) as follows: (1) identify the learning areas for all areas included in Section 16, "Learning Areas," of the self-study in the space provided in each of the vertical columns; (2) Indicate the total number of minutes per week typically allocated for each learning area by grade level or its equivalent, beginning at the lowest level.

GRADE* LEVEL OR EQUIVALENT	LEARNING AREAS							
K								
1								
2								
3								
4								
5								
6								
7								
8								

*Include those grades or levels considered part of the elementary school program.

Review Table 1 and respond to the following questions.

1. Are the subject and time distributions consistent with the philosophy and objectives of this school?
   yes______; no______. If no, explain.

2. Do the time allocations reflect appropriate emphasis among the learning areas?
   yes______; no______. If no, explain.

3. Are the subject and time allocations generally observed by the school staff?
   yes______; no______. If no, explain.

Describe the most significant curriculum changes implemented at the elementary levels during the past five years. Please review the "Learning Area" reports.

B. Table 2: A Profile of the Time Allocations by Learning Areas at the Middle/Junior High School Levels: Required and Elective.

Instructions. Complete Table 2, Part I, for those learning areas typically required of all students (example: math, science, social studies, etc.) as follows: (1) Identify the learning areas included in the "Learning Areas" sections of the self-study in the space provided in each vertical column; (2) Indicate the total number of minutes per week typically assigned for each learning area by grade level or its equivalent. In Part II of the table list the electives from which the students might choose and indicate the typical minutes per week for each. (Example, grade 7, Home Economics or Industrial Arts, 200 minutes.)

GRADE* LEVEL OR EQUIV-ALENT	I. REQUIRED LEARNING AREAS		II. ELECTIVE LEARNING AREAS	
	Subject or Content Area	Minutes /Week	Subject or Content Area	Minutes /Week

*Include those grades or levels considered part of the middle school or junior high school program.

Review Table 2 and respond to the following questions.

1. Are the subject and time distributions consistent with the philosophy and objectives of this school?
   yes_____; no_____. If no, explain.

2. Do the time allocations reflect appropriate emphasis among the learning areas?
   yes_____; no_____. If no, explain.

3. Is the distribution of required and elective learning areas appropriate for the students of this school?
   yes_____; no_____. If no, explain.

4. Are the subject and time allocations generally observed by the school staff?
   yes_____; no_____. If no, explain.

Describe the most significant curriculum changes implemented at the middle/junior high school level during the past five years. Please review the "Learning Area" reports.

C. Table 3: A Profile of the Offerings and Enrollments at the High School Levels. (Include those grades or levels considered part of the high school program.)

Instructions. Complete Table 3 for all subjects in the high school program as follows: (1) Indicate the total number of required and elective units for each learning area; (2) Indicate the number of students enrolled in each learning area by grade level. Note: Revise the learning areas as necessary for this school.

LEARNING AREAS	Number of Units Taught		Student Enrollment By Grade Level (or Equivalent)			
	Required	Electives	9	10	11	12
Agriculture						
Art						
Business						
Driver Education						
English Language Arts						
Foreign Language						
Health						
Home Economics						
Industrial Arts						
Mathematics						
Music						
Physical Education						
Religion						
Science						
Social Studies						
Other:						

Review Table 3 and the requirements for graduation presented and respond to the following questions.

1. Are the offerings and enrollments consistent with the philosophy and objectives of this school?
yes______; no______. If no, explain.

2. Is the balance between elective and required subjects appropriate for a high school of this type?
yes______; no______. If no, explain.

3. Are there courses not presently offered that should be?
yes______; no______. If yes, explain.

4. Is there an adequate balance in offerings among the academic, vocational, fine arts and special areas?
yes______; no______. If no, explain.

D. Describe the requirements for graduation from this high school. Include number of credits, required subjects, years-in-attendance and performance measures, including minimal competency requisites.

E. Describe the most significant curriculum changes implemented at the high school level during the past five years. Please review the "Learning Area" reports.

Supplemental Information. Attach copies of the master schedules as well as copies of published course offerings or descriptions, if available.

F. Describe special staffing arrangements, other than self-contained classrooms, such as team teaching, special teachers or classes, grouping, nongraded, cross class grouping, etc.

G. Describe the means by which curriculum decisions are made in this school.

H. Describe the means by which the all-school testing is planned and used. Describe how results are utilized to improve curriculum.

I. Describe ways in which follow-up studies, accreditation reports, attitude inventories and other studies are used in curriculum decisions.

J. Describe any provisions which have been made for students whose interests, abilities or learning styles make the school's regular program inappropriate for them.

K. Describe means by which extra-school resources and consultants are used in curriculum development.

L. List the most significant suggestions received from the most recent parent and student opinion inventories.

M. List the significant curriculum recommendations coming from the most recent state, regional or vocational accreditation reports, if available.

N. Describe those curriculum studies in which staff members have participated in the past two years. Indicate those in which staff from all levels—elementary, middle/junior high school, and high school—participated.

O. Describe any workshops, seminars or projects relevant to the curriculum in which staff members have participated.

P. List specific ways in which community resources are used by the school to support the curriculum.

III. EVALUATION

A. Identify those areas of the curriculum that seem to be over or under emphasized.

B. In what respects is the curriculum most satisfactory and commendable?

C. In what respects is the curriculum most in need of improvement?

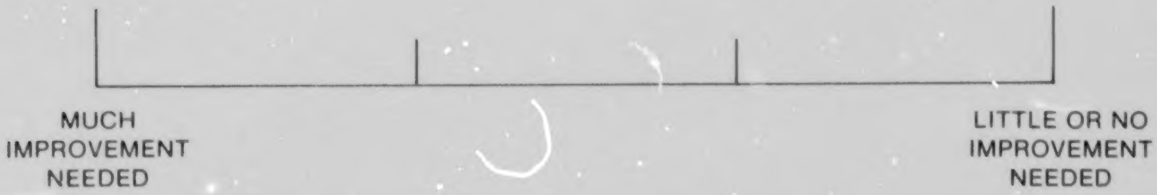
IV. PLANS FOR IMPROVEMENT

A. Describe any curriculum changes planned or anticipated for the future.

B. Recommend, in order of priority, steps for the correction of weaknesses identified in the total curriculum.

V. CURRENT STATUS SCALE

Indicate with a check mark on the scale below the present status of the school's curriculum design compared to an optimum curriculum design in light of the school's stated philosophy and objectives.


MUCH IMPROVEMENT NEEDED
LITTLE OR NO IMPROVEMENT NEEDED

Add any other comments concerning the current status of the school's total curriculum.

Individual Faculty Data

NAME ______________________________

SCHOOL ______________________________

DATE ______________________________

This section is to be completed by each member of the professional staff just before the completion of the self-study process. The data called for serve two purposes. First, to assist each staff member to make a considered examination of his present status as a professional person. Second, to provide a summary of information useful in viewing the staff of the school as a whole. Here, as in other sections, the staff member is encouraged to modify any item to make it more acceptable or understandable and also to feel free to provide any additional information that he feels will be helpful.

Each staff member should keep a file of official documents related to his preparation and experiences.

NATIONAL STUDY OF SCHOOL EVALUATION
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ORGANIZATION OF THE CRITERIA

The *K-12 School Evaluative Criteria* is composed of twelve sections:

12 Manual
13A School and Community (Public Schools)
13B School and Community (Nonpublic Schools)
14 Philosophy and Objectives
15 Curriculum: Learning Areas
16 Curriculum: Overview
17 Individual Faculty Data
18 School Staff and Administration
19 Student Activities Program
20 Learning Media Services
21 Student Personnel Services
22 School Plant
23 Plans and Priorities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy and Objectives" form the foundation for the process and undergird the entire evaluation.

"School and Community (Public Schools)" is a data-gathering section. The section "School and Community (Nonpublic Schools)" is designed specifically for use by independent, church related, and other nonpublic schools. "Philosophy and Objectives" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section.

The next two sections, "Curriculum: Learning Areas" and "Curriculum: Overview," are also closely related, one section making possible the evaluation of each of the areas of learning that the school identifies and the other focusing on the organization of the total curriculum.

The section on "Individual Faculty Data" includes information concerning individual faculty members and provides an opportunity for those persons to express opinions on certain aspects of the school program. This is the only section that each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff and auxiliary staff. The "Student Activities Program" section focuses on the school's total activities program. The "Learning Media Services" section covers media services, library and audio-visual. "Student Personnel Services" examines such services as guidance, health, provisions for exceptional children, food and transportation. "School Plant" deals with the school's physical plant and facilities. The "Plans and Priorities" section provides an opportunity to place in priority the school's plans for improvement.

The sections 15, 16, 18, 19, 20, 21 and 22 use this common format:

I. Principles
II. Description
III. Evaluation
IV. Plans for Improvement
V. Current Status Scale

This five-point format begins with Part I, a series of principles designed to stimulate thought and reflection about the school program. Part II consists of probing questions designed to elicit a description of the program or area under consideration. Part III provides an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

THE SCHOOL'S TASK IN EVALUATION

The complete evaluation of a school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by the faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally educationally sound. This concept involves the basic principle that K-12 schools shall be evaluated in terms of what the school is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy and objectives of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

School staff and administration, parents, students and members of the governing body should be actively involved in this self-evaluation. It is important that all who are involved understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and overlook the fact that the total evaluation does not rest on that particular section. Staff interaction is essential in bringing about change.

Since this instrument is specifically designed for K-12 schools, most questions or statements are applicable to multiple grade levels. Schools are reminded, however, of their prerogative to strike or change words, so long as they do not misdirect the intent of a statement, but render it more relevant. In the event that an entire statement appears to be irrelevant, a school may decide it does not apply and explain its view in the space provided.

It is vital that staff members receive feedback on reports of all sections of the K-12 self-study and that they have an opportunity to express either agreement or disagreement with each section report. Provision should be made for modification of a report when advisable.

More detailed information may be found in the "Manual," Section 12.

(These principles are offered for your acceptance, rejection or modification. Please feel free to make changes.)

A competent teaching staff is essential for a good school. The staff is a cooperating group of individually capable persons devoted to common educational purposes and motivated by a desire to develop the philosophy and work to attain the clearly formulated objectives of the school. Staff members should possess qualities of preparation, experience and attitude that contribute to effective learning. The number of staff members is adequate for the educational program, the school enrollment and the special needs of the students. The total working load is such that maximum efficiency in service is assured. Salaries are maintained at a level sufficient to ensure a standard of living comparable with social demands on the profession and to avoid the necessity for securing supplementary income.

INDIVIDUAL FACULTY DATA AND OPINIONS

1. Name of faculty member ______
2. Teaching or other assignment ______
3. College and university preparation.

Institution	Years Attended	Degree	Major	Minor

4. Certificate(s) currently held (type and levels covered).

______

______

5. Summary of school experience.

Position and School	Dates of Service

6. Describe any significant nonschool experience.

7. List professional affiliations, activities and experiences.

8. As an individual faculty member, what is your personal perception of this school, its role and its effectiveness? Describe factors which you believe either foster or inhibit school improvement.

9. What gains, if any, do you feel result from the self-study and evaluation process for the school? For you as an individual?

K-12 School
EVALUATIVE CRITERIA

Section 18

School Staff and Administration

NAME OF SCHOOL ____________________

DATE ____________________

Self-evaluation by

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Indicate grade-level assignment of committee members where appropriate.

This section is comprised of three subsections: Governing Body and Administrative Staff, Instructional Staff, and Auxiliary Staff.

The committee given the responsibility of completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The committee should recognize that the "School and Community," and "Philosophy and Objectives" sections taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy and objectives.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by further development.

The completed report of this committee should be presented to the entire faculty for approval or modification.

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GOVERNING BODY* and ADMINISTRATIVE STAFF*

I. PRINCIPLES

Introduction

The primary responsibility of those involved in the governance and administration of the K-12 unit is to establish policy and organize and manage the total school program in a manner consistent with the school's stated philosophy. Every condition of management and organization in a school should enhance teaching and learning, as well as contribute to the community served and the larger society. Correlating instruction, activities and services into an effective educational program is the expression of competent leadership.

Listed below are a number of specific principles regarding governance and administration to which members of the governing body, administration, professional staff, parents and students should address themselves. This introductory part is a starting point for discussion and for interaction among participants before they delve into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, in order to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles	Degree of Acceptance	Degree of Implementation
1. Full responsibility for the management of the overall educational program is vested in the administrative head of the unit who serves as executive officer of the school district or governing body....	1 2 3 4 5	1 2 3 4 5
2. The school staff and administration effectively implement the philosophy, objectives and priorities of the school	1 2 3 4 5	1 2 3 4 5
3. The administrative staff and the governing body provide for a climate which encourages reasonable innovation and experimentation..	1 2 3 4 5	1 2 3 4 5
4. Provision is made for the orderly development and adoption of a prepared budget by the responsible governing body	1 2 3 4 5	1 2 3 4 5
5. Provision is made so that all personnel responsible for the handling and accounting of school funds are adequately bonded	1 2 3 4 5	1 2 3 4 5
6. Periodic needs assessments are conducted and the results used in planning and in implementing educational programs	1 2 3 4 5	1 2 3 4 5
7. The primary responsibility of the administrator is to provide leadership for the total school program	1 2 3 4 5	1 2 3 4 5
8. The administration participates actively in the recruitment, selection, assignment, supervision and evaluation of the school staff...	1 2 3 4 5	1 2 3 4 5

---

*See Glossary, page 10.

9. The administrative staff of the school provides for staff development based on the professional needs of teachers as they relate to school goals	1 2 3 4 5	1 2 3 4 5
10. The administrator organizes staff members and school resources effectively for the educational program	1 2 3 4 5	1 2 3 4 5
11. The administrator delegates responsibility and authority effectively	1 2 3 4 5	1 2 3 4 5
12. The administrative staff stays well informed of educational developments in the state and nation	1 2 3 4 5	1 2 3 4 5
13. The administrative staff participates in professional activities on local, state, regional and national levels	1 2 3 4 5	1 2 3 4 5
14. The administrative staff works to establish and maintain good relationships with the community	1 2 3 4 5	1 2 3 4 5
15. The administrative staff seeks to maintain an effective rapport with the student body	1 2 3 4 5	1 2 3 4 5
16 Others		

II. DESCRIPTION OF THE GOVERNING BODY AND ADMINISTRATION

A. The Governing Body:

1. Describe the process for selection of members of the governing body. What are their qualifications for membership and who determines their suitability?

2. Does the governing body function under a set of by-laws? If so, attach a copy.

3. Who prepares the agenda? Provide copies of the agendas of the last two meetings of the governing body.

4. Describe the provisions made to keep members of the governing body abreast of major concerns in the field of education as well as matters affecting the management of the school.

5. Describe procedures used to provide orientation to newly elected members of the governing body.

6. Describe the committee structure established in the governing body. What is the responsibility of each committee?

7. Describe the way in which the governing body carries out the evaluation of the chief administrative officer. Is the procedure understood by all concerned? How and by whom are their conclusions transmitted to the chief administrative officer?

8. Describe any provision for evaluating the performance and effectiveness of the governing body.

9. Describe provisions for collective bargaining and provide examples or copies of negotiated contracts, if applicable.

B. Administrative Staff:

1. List administrative positions by title.

2. Identify briefly the responsibilities of each member of the administrative staff. (Attach job description.)

3. How is the administrative staff organized to meet the needs of the unit as expressed in the philosophy and objectives?

4. Is the administration staffed adequately to meet these needs? If not, describe required services.

5. Describe how the administrative staff fulfills its responsibilities for
   a. staff supervision, evaluation, and inservice education.

   b. leadership in program development, including the implementation of priorities and goals

   c. decision making for major issues and program changes.

d. communication with faculty and students.

e. school and community relationships.

f. positive school climate.

6. How does the administrative staff encourage faculty members and students to value human worth and dignity? To promote an improved self-concept among students?

7. How does the school staff and administration promote the development of responsible citizenship among students?

8. How does the administrative staff work with school-community organizations to improve the services offered to students?

9. Describe the professional involvement of the administrative staff in the following areas:
   a. participation in workshops and other inservice activities.

   b. participation in professional organizations.

   c. other professional growth activities, to include committee service, speeches and panel presentations, and authorships.

10. Comments (concerning governing body and administration).

III. EVALUATION

A. In what ways do the actions and procedures of the governing body and administrative staff implement the philosophy and objectives of the school? Explain.

B. How effectively do the actions and procedures of the governing body and administrative staff meet the needs of the school? Cite examples.

C. In what areas of the total program is the governing body and administrative staff most effective? Specify.

D. In what areas of leadership could the governing body and administrative staff seek greater effectiveness? Be specific.

IV. PLANS FOR IMPROVEMENT

A. List below, in anticipated sequence, the short-range plans for improving the effectiveness of the administrative staff.

B. List below the long-range plans for improving the effectiveness of the administrative staff.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present efficiency and effectiveness of the administrative staff of the school as compared to an optimum situation in light of the school's stated philosophy and objectives.

MUCH IMPROVEMENT NEEDED			LITTLE OR NO IMPROVEMENT NEEDED

Add any other comments concerning the current status of the school administration.

INSTRUCTIONAL STAFF*
I. PRINCIPLES

Introduction

Instructional staff consists of the professional members of the school, such as the teachers, counselors and department heads. A competent staff is essential to a sound school program. The instructional staff, functioning as a unit, operates to implement the stated philosophy and objectives of the school program. Staff members have preparation, experience and attitudes that enable them to conduct activities that provide meaningful learning activities for students of this age group.

Listed below are a number of specific principles regarding instructional staff to which administrative faculty, parents and students should address themselves. This introductory part is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, in order to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

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Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles	Degree of Acceptance	Degree of Implementation
1. The instructional staff operates to implement the philosophy and objectives of the school	1 2 3 4 5	1 2 3 4 5
2. The ratio of the instructional staff to students is adequate to provide meaningful learning experiences	1 2 3 4 5	1 2 3 4 5
3. Each member of the instructional staff fosters a teaching-learning situation to meet the needs of the individual students	1 2 3 4 5	1 2 3 4 5
4. Members of the instructional staff have a general knowledge of the nature and needs of pre and early adolescents	1 2 3 4 5	1 2 3 4 5
5. Each member of the instructional staff evaluates his/her own performance in terms of individual student growth	1 2 3 4 5	1 2 3 4 5
6. Members of the instructional staff maintain adequate preparation in their areas of responsibility	1 2 3 4 5	1 2 3 4 5

*See Glossary, page 10.

7. The instructional staff works for self-improvement through appropriate activities	1 2 3 4 5	1 2 3 4 5
8. Members of the instructional staff show a willingness to develop and participate in innovative programs designed to improve instruction	1 2 3 4 5	1 2 3 4 5
9. Members of the instructional staff cooperate freely in curriculum development designed to improve the learning activities of students	1 2 3 4 5	1 2 3 4 5
10. Others		

II. DESCRIPTION OF THE INSTRUCTIONAL STAFF

A. Indicate the number of instructional staff members who devote all or part of their time to the K-12 unit or school for the current year 19_____-19_____.

Instructional Staff	Number of Staff Members		Total Full-Time Equivalent
	Full Time	Part Time	
1. Classroom teachers			
2. Special education teachers			
3. Guidance personnel			
4. Specialists and consultants			
5. Instructional media personnel			
6. Health services personnel			
7. Paraprofessionals and aides			

B. Experience distribution of instructional staff:

STAFF	YEARS OF EXPERIENCE			
	0-1	2-5	6-15	Over 15
Men				
Women				
TOTAL				

C. Age distribution of instructional staff:

STAFF	AGE BRACKET										
	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	Over 65	TOTAL
Men											
Women											
TOTAL											

D. Academic preparation of instructional staff:

STAFF	No Degree	B.S. or A.B.	A.B. plus 40 Sem. Hrs. (no M.A. or M.S.)	M.S. or M.A.	Ed.S. or 6th yr.	Ed.D. Ph.D.
Men						
Women						
TOTAL						

E. Professional certification of instructional staff:

1. Number holding only an emergency certificate ______________________
2. Number holding a secondary school certificate ______________________
3. Number holding an elementary school certificate ______________________
4. Number holding a middle school/junior high school certificate ______________________
5. Number holding other certificates—specify type and number

______________________ ______________________

______________________ ______________________

F. Respond to the following items and supply supporting evidence where it is requested or is valuable in explaining statements:

1. What is done to encourage the instructional staff to accomplish its responsibilities in line with the stated philosophy and objectives?

2. In what ways are instructional staff members encouraged to improve professional competencies?

3. How are the competencies of the instructional staff utilized to their fullest potential within the existing instructional staff/student ratio?

4. What recognition other than the contractual salary is given to the instructional staff for the successful fulfillment of their duties and responsibilities?

5. Cite evidence that indicates the extent of recent professional growth within the instructional staff.

6. Indicate the percent of turnover in the instructional staff for each of the last three years. Discuss the reasons for this turnover.

7. Comments (concerning the instructional staff).

III. EVALUATION

A. To what extent are the individual and collective goals of the instructional staff consistent with the philosophy and objectives of the unit or school? Explain.

B. To what extent is the instructional staff involved in the identification of problems related to the instructional program and in seeking their solution? Explain.

C. What are the areas of special strength of the instructional staff?

D. Describe procedures used for evaluation of the instructional staff. How are the staff evaluation procedures related to the attainment of the educational philosophy and objectives?

E. Identify those areas in greatest need of strengthening in the instructional staff.

F. How would you rate the instructional staff's morale? Give substantiating evidence.

IV. PLANS FOR IMPROVEMENT

A. List below, in anticipated sequence, the short-range plans for improving the effectiveness of the instructional staff.

B. List below the long-range plans for improving the effectiveness of the instructional staff of the school.

C. What other improvements are necessary in order to increase the effectiveness of the instructional staff? If any of these desirable changes seems unattainable by your school, give specific reasons why.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present efficiency and effectiveness of the instructional staff of the school as compared to an optimum situation in light of the school's stated philosophy and objectives.

MUCH
IMPROVEMENT
NEEDED

LITTLE OR NO
IMPROVEMENT
NEEDED

Add any other comments concerning the current status of the instructional staff.

THE AUXILIARY STAFF
I. PRINCIPLES

Introduction

The members of the auxiliary staff make contributions to the total school program consistent with the philosophy and objectives of the school. Auxiliary staff members have experience, preparation and attitudes that are commensurate with their assignments.

Listed below are a number of specific principles regarding the auxiliary staff to which faculty, staff, administrators, parents and students should address themselves. This introductory part is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, in order to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles	Degree of Acceptance	Degree of Implementation
1. The principal is the administrative supervisor of the auxiliary staff...	1 2 3 4 5	1 2 3 4 5
2. The instructional program functions best in a building that is properly maintained	1 2 3 4 5	1 2 3 4 5
3. The role of each auxiliary member supports the educational program	1 2 3 4 5	1 2 3 4 5
4. Recruiting, assigning, developing and retaining a well-qualified auxiliary staff is essential to the successful operation of the school..	1 2 3 4 5	1 2 3 4 5
5. Career advancement is made available to auxiliary personnel through staff development opportunities........	1 2 3 4 5	1 2 3 4 5
6. Competent clerical services contribute to efficient school operation	1 2 3 4 5	1 2 3 4 5
7. Paraprofessionals are utilized to extend the services of the professional staff........	1 2 3 4 5	1 2 3 4 5
8. Others		

II. DESCRIPTION OF THE AUXILIARY STAFF

A. In the table below indicate the number of auxiliary staff.

STAFF	Number of Staff Members		Total Full-Time Equivalent
	Full Time	Part Time	
1. Secretaries and clerks			
2. Custodial personnel			
3. Maintenance personnel			
4. Food services personnel			
5. Paraprofessionals			
6. Security personnel			
7. Community volunteers			
8. Others (Include assigned district personnel)			
TOTAL			

B. How is the auxiliary staff organized and assigned to meet the needs of the school as expressed in the philosophy and objectives of the school? Is the auxiliary staff sufficient in number to meet these needs? If not, describe the needed services.

C. Does the school have an inservice training program for auxiliary staff? If so, how are the employees encouraged to participate?

D. What methods are provided for evaluation and promotion of the auxiliary staff?

E. How does the school develop and maintain good working relations among administrators, teachers, students and the auxiliary staff?

F. Comments (concerning the auxiliary staff).

III. EVALUATION

A. In what ways are the operational procedures of the auxiliary staff effective in meeting the needs of the school?

B. What improvements in auxiliary services have been attained within the past three years?

C. What are the areas of special strength in the auxiliary services?

D. Identify those areas of the auxiliary services that are in greatest need of strengthening.

E. What procedures and practices are used in the continuous evaluation of the auxiliary services?

IV. PLANS FOR IMPROVEMENT

A. List below, in anticipated sequence, the short-range plans for improving the effectiveness of the auxiliary staff of the school.

B. List below the long-range plans for improving the effectiveness of the auxiliary staff of the school.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present efficiency of the auxiliary staff of the school as compared to an optimum situation in light of the school's stated philosophy and objectives.

MUCH IMPROVEMENT NEEDED			LITTLE OR NO IMPROVEMENT NEEDED

Add any other comments concerning the current status of the auxiliary staff.

Student Activities Program

NAME OF SCHOOL ______________________________

DATE ____________________

Self-evaluation by

____________________ ____________________

____________________ ____________________

____________________ ____________________

Indicate grade-level assignment of committee members where appropriate.

The committee given the responsibility of completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The committee should recognize that the "School and Community" and "Philosophy and Objectives" sections taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy and objectives.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The completed report of this committee should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION
5201 Leesburg Pike, Falls Church, Virginia 22041

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ORGANIZATION OF THE CRITERIA

The *K-12 School Evaluative Criteria* is composed of twelve sections:

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The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy and Objectives" form the foundation for the process and undergird the entire evaluation.

"School and Community (Public Schools)" is a data-gathering section. The section "School and Community (Nonpublic Schools)" is designed specifically for use by independent, church related, and other nonpublic schools. "Philosophy and Objectives" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section.

The next two sections, "Curriculum: Learning Areas" and "Curriculum: Overview," are also closely related, one section making possible the evaluation of each of the areas of learning that the school identifies and the other focusing on the organization of the total curriculum.

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The sections 15, 16, 18, 19, 20, 21 and 22 use this common format:

I. Principles
II. Description
III. Evaluation
IV. Plans for Improvement
V. Current Status Scale

This five-point format begins with Part I, a series of principles designed to stimulate thought and reflection about the school program. Part II consists of probing questions designed to elicit a description of the program or area under consideration. Part III provides an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

THE SCHOOL'S TASK IN EVALUATION

The complete evaluation of a school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by the faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally educationally sound. This concept involves the basic principle that K-12 schools shall be evaluated in terms of what the school is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy and objectives of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

School staff and administration, parents, students and members of the governing body should be actively involved in this self-evaluation. It is important that all who are involved understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and overlook the fact that the total evaluation does not rest on that particular section. Staff interaction is essential in bringing about change.

Since this instrument is specifically designed for K-12 schools, most questions or statements are applicable to multiple grade levels. Schools are reminded, however, of their prerogative to strike or change words, so long as they do not misdirect the intent of a statement, but render it more relevant. In the event that an entire statement appears to be irrelevant, a school may decide it does not apply and explain its view in the space provided.

It is vital that staff members receive feedback on reports of all sections of the K-12 self-study and that they have an opportunity to express either agreement or disagreement with each section report. Provision should be made for modification of a report when advisable.

More detailed information may be found in the "Manual," Section 12.

I. PRINCIPLES

Introduction

For purposes of this instrument, a student activity is defined as any school sponsored endeavor designed to complement or enrich the curriculum. Typically these activities are oriented toward the personal, social and avocational needs or interests of students.

The student activities program should be an integral part of the educational program and should be related to the needs of students at the appropriate level. It should provide students the opportunity to explore and develop their interests and talents, assist them to develop physically, emotionally, intellectually and socially, and promote positive attitudes toward the enrichment of learning and the constructive use of leisure time. A broad program of student activities enhances the total educational program.

Listed below are a number of specific principles regarding the "Student Activities Program" to which faculty, parents and students should address themselves. This introductory part is designed to encourage introspection on the concerns presented in this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, in order to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and degree of implementation.

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles

The student activities program:

	Degree of Acceptance					Degree of Implementation				
1. Is oriented to the needs and interests of students at all levels...	1	2	3	4	5	1	2	3	4	5
2. Is comprehensive enough to meet the needs of students	1	2	3	4	5	1	2	3	4	5
3. Is viewed as a worthy means of accomplishing the philosophy and objectives of the school	1	2	3	4	5	1	2	3	4	5
4. Provides for coordination between levels of similar or related activities	1	2	3	4	5	1	2	3	4	5
5. Allows students to become aware of the progressive relationship between similar activities at various levels	1	2	3	4	5	1	2	3	4	5
6. Provides experiences that enhance the opportunity to develop responsibility, initiative, leadership competencies, cooperation and self-direction	1	2	3	4	5	1	2	3	4	5
7. Provides students with exploratory experiences that have physical, social and emotional values, for the present and future.........	1	2	3	4	5	1	2	3	4	5

8. Provides leisure-time and recreational experiences that will have both immediate and carry-over value where appropriate	1	2	3	4	5	1	2	3	4	5
9. Provides for widespread participation by the entire student body	1	2	3	4	5	1	2	3	4	5
10. Provides opportunities for students to participate in a representative, democratically functioning form of school government	1	2	3	4	5	1	2	3	4	5
11. Avoids emphases on contests that exploit students for the benefit of the school, the teachers, the parents or the community	1	2	3	4	5	1	2	3	4	5
12. Encourages participation without limitations based on social, ethnic or financial factors	1	2	3	4	5	1	2	3	4	5
13. Is an integral part of the educational program	1	2	3	4	5	1	2	3	4	5
14. Is in proper perspective to the educational program in relation to teacher time, student time, and faculty use	1	2	3	4	5	1	2	3	4	5
15. Is generally scheduled to allow maximum student participation	1	2	3	4	5	1	2	3	4	5
16. Is under the supervision of interested, competent, qualified sponsors	1	2	3	4	5	1	2	3	4	5
17. Is recognized by the faculty as a worthwhile endeavor because they understand that it helps to fulfill needs in pre and early adolescent growth and development	1	2	3	4	5	1	2	3	4	5
18. Is periodically evaluated by the administration with input from students, faculty and community	1	2	3	4	5	1	2	3	4	5
19. Provides orientation for students new to the program	1	2	3	4	5	1	2	3	4	5
20. Other										

II. DESCRIPTION OF THE STUDENT ACTIVITIES PROGRAM

A. Complete the following tables:

TABLE 1
Clubs and Organizations

CLUBS AND ORGANIZATIONS	GRADE LEVELS INCLUDED	PARTICIPANTS			NAMES OF SPONSORS
		Number			
		Boys	Girls	Total	

Add supplemental pages as needed.

TABLE 2
Intramurals

TYPES OF INTRAMURAL ACTIVITIES	GRADE LEVELS INCLUDED	PARTICIPANTS			NAMES OF SPONSORS
		Number			
		Boys	Girls	Total	

Add supplemental pages as needed.

TABLE 3

Interscholastic Athletics

TYPES OF INTERSCHOOL ATHLETICS	GRADE LEVELS INCLUDED	PARTICIPANTS			NAMES OF COACHES	TOTAL NO. OF GAMES	NO. OF NIGHT GAMES
		Number					
		Boys	Girls	Total			

Add supplemental pages as needed.

TABLE 4
Other Activities
(such as Music, Drama, Debate)

TYPES OF OTHER ACTIVITIES	GRADE LEVELS INCLUDED	PARTICIPANTS			NAMES OF SPONSORS	TOTAL NO. OF PERFORMANCES	NO. OF NIGHT PERFORMANCES
		Number					
		Boys	Girls	Total			

Add supplemental pages as needed.

B. A copy of the form below is to be filled out by a sponsor of each activity. (Schools may make as many copies of this page as needed.)

NAME OF ACTIVITY ____

1. List the major objectives of the activity.

2. Describe the means by which this activity is financed.

3. Describe selection procedures or requirements and the conditions for continued participation in this activity.

4. Indicate the frequency, length, times and duration (months per year) of meetings, rehearsals or practice sessions.

5. How was the sponsor selected for this activity? What are his/her qualifications?

6. Attach a copy of the rules or bylaws of the activity (if applicable).

____
SIGNATURE OF SPONSOR

C. Based on the activities analysis, respond to each of the following items.

1. What percent of the student body participates in the activities program?

2. Describe any study of nonparticipation and the results of efforts to ascertain the reasons for lack of participation.

3. What provision is made for the less talented students to participate in formal and/or informal music, speech, dramatics and other such activities?

4. Describe recent assembly programs offered. How did these assemblies contribute to the achievement of the school's philosophy and objectives?

5. Describe specific ways in which students are involved in school government.

6. How does the school encourage a balanced emphasis throughout the K-12 activities program?

7. Which activities appear to require a disproportionate amount of student or school time?

8. What publications does the school sponsor? To what extent are students involved?

9. Describe the general accounting procedures for the student activities funds.

10. What percent of the faculty members sponsor an activity?

11. Do non-faculty or lay persons sponsor student activities? If so, how are these persons selected and evaluated?

12. How are decisions made concerning participation in contests and activities sponsored by out-of-school organizations?

13. Identify those major activities sponsored by other community agencies which involve a significant number of students.

14. Describe ways in which the activities program fosters responsibility, character, social skills and citizenship.

15. In the case of strenuous activities what provisions are made to ensure that students are physically fit to participate?

16. Are provisions made for recognition of participation, service and achievement in the activities program? If so, in what way?

D. Comments (concerning the school's activities program).

III. EVALUATION

A. Cite evidence that the student activities program is consistent with the school's philosophy and objectives.

B. What improvements in the student activities program have been initiated within recent years?

C. What are the areas of special strength in the student activities program?

D. Identify those areas of the total student activities program that are in greatest need of strengthening.

E. What procedures and practices are used in the continuous evaluation of the overall student activities program?

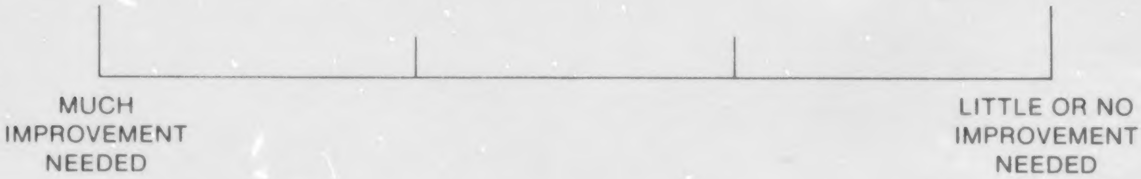
IV. PLANS FOR IMPROVEMENT

A. List below, in anticipated sequence, the short-range improvements planned for the student activities program.

B. List below the long-range improvements that are planned for the student activities program.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present status of the student activities program as compared to an optimum program in relation to the school's stated philosophy and objectives.


MUCH IMPROVEMENT NEEDED
LITTLE OR NO IMPROVEMENT NEEDED

Add below any other comments concerning the current status of the school's activities program.

K-12 School
EVALUATIVE CRITERIA

Section 20

Learning Media Services

NAME OF SCHOOL ______________________________

DATE ______________________

Self-evaluation by

______________________ ______________________

______________________ ______________________

______________________ ______________________

Indicate grade-level assignment of committee members where appropriate.

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I. PRINCIPLES

Introduction

The teacher uses resources in and out of the classroom to guide individual students in learning. Educational and technological advancements help teachers as they attempt to make learning more meaningful to the student.

The development of a variety of new materials and the merging of the audio-visual center with the library have provided teachers and students with a wealth of resources, generally found in a single location. To describe this learning environment, the term "learning media center" has been created, and the term "learning media services" is used to describe the functions of such a center.

Three categories of facilities are recognized today as essential to fulfill the functions of the media center:

1. Learning facilities—in which the students, individually or as a group, are brought together with media for the purpose of learning.
2. Facilities for storage and access—in which media in various forms are cataloged, stored and made accessible for learning situations.
3. Production and supporting facilities—in which media in a variety of forms are produced to meet particular learning requirements and where teaching staff and students receive assistance and support in the effective and efficient use of media.

Listed below are a number of specific principles regarding the "Learning Media Services" to which faculty, parents and students should address themselves. This introductory part is designed to encourage introspection on the concerns covered by this section of the self-study. It is a starting point for discussion and for interaction among participants before they delve into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

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3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles	Degree of Acceptance	Degree of Implementation
1. The learning media center is centrally located, easily accessible and open at such times as will encourage optimum use of the materials and equipment	1 2 3 4 5	1 2 3 4 5
2. The materials and equipment are adequate in quantity to meet the stated goals of the educational program	1 2 3 4 5	1 2 3 4 5
3. The materials and equipment are adequate in quality to meet the stated goals of the educational program	1 2 3 4 5	1 2 3 4 5
4. The learning media center is arranged in such a way that diverse activities can be carried on simultaneously	1 2 3 4 5	1 2 3 4 5
5. As teaching aids and equipment are developed, members of the teaching staff, along with the center staff, evaluate them as potential additions to the learning media center	1 2 3 4 5	1 2 3 4 5
6. Materials and equipment for the learning media center are selected on the basis of their contribution to the overall school program	1 2 3 4 5	1 2 3 4 5
7. Teachers and students are given orientation in the use of materials and equipment in the learning media center	1 2 3 4 5	1 2 3 4 5
8. Financial provision is made for the maintenance and continuous development of the learning media center and services	1 2 3 4 5	1 2 3 4 5
9. The learning media staff, both professional and nonprofessional, is adequate to provide effective service to the students and faculty	1 2 3 4 5	1 2 3 4 5
10. The learning media staff includes persons (probably noncertificated) who are skilled in the preparation, maintenance and repair of materials and equipment	1 2 3 4 5	1 2 3 4 5
11. The professional members of the learning media staff have specialized preparation in the organization and administration of library and audio-visual services	1 2 3 4 5	1 2 3 4 5
12. The professional members of the learning media staff are an integral part of the regular faculty	1 2 3 4 5	1 2 3 4 5
13. Students are actively involved in the operation of the media center	1 2 3 4 5	1 2 3 4 5
14. The learning media staff facilitates individualized and group learning	1 2 3 4 5	1 2 3 4 5
15. The teaching staff is responsible for stimulating the effective utilization of media resources by students	1 2 3 4 5	1 2 3 4 5
16. Other		

II. DESCRIPTION OF THE LEARNING MEDIA SERVICES

A. In the table below, fill in those blanks that are applicable to the learning media staff of your school.

STAFF	FULL TIME	PART TIME	
	Number	Number	Total Hours per Week
Professional			
Nonprofessional			
Students			
Parent Volunteers			

B. Who is responsible for coordination of the learning media services? Describe positions, duties and responsibilities.

C. Indicate the distribution of responsibilities for learning media services among other professional and nonprofessional members of the learning media staff.

D. Do all members of the learning media staff (both professional and nonprofessional) have special training in their areas of responsibility? Specify the extent and recency of the special training.

E. Give evidence that the learning media center has adequate space, equipment, materials and budget. If there are inadequacies, indicate below the areas of greatest or most immediate need:

1. Space (such as areas for reading, viewing, listening, instruction, individual study, shelving, storage of materials, processing and production of materials and offices for personnel).

2. Equipment (such as projectors—motion picture, overhead, opaque, slide, and filmstrip—screens, tape recorders, TV sets, video equipment, record players, radios, copy machines, study carrels and materials production tools).

3. Materials (such as books, magazines, newspapers, films, filmstrips, film loops, slides, tapes, records, transparencies, pictures, charts, maps, globes, paperbacks, community resource file, programmed instruction materials and special materials for the professional library).

4. Special materials for students with unique needs (such as large print editions, taped textbooks, Braille editions, multiethnic and bilingual materials).

5. Budget (adequate to fulfill needs of students and staff, provide normal replacement and improvement, and provide for innovation). Indicate overall budget each year for the past three years.

F. What circulation records are kept to indicate the use of the equipment and materials in the learning media center?

G. Do the records show patterns or trends in the frequency of use of facilities, equipment and materials? If so, indicate their significance for future planning.

H. Is the learning media center open to students and teachers at other than regular school hours? Explain.

I. Discuss the procedure involved in the selection of new equipment and materials.

J. Discuss the procedure for keeping equipment and materials current, i.e., the discarding of outdated or unused items.

K. What provisions are made for the systematic orientation of new students and teachers in the use and the educational potential of the learning media center and services?

L. What provisions are made to use resources available from the community, larger service units, and commercial agencies to supplement the services of the learning media center?

M. Comments (add any other comments concerning the school's learning media center).

III. EVALUATION

A. In what ways does the school system demonstrate that learning media services hold a reasonably high priority?

B. In what ways are available learning media services consistent with the school's stated philosophy and objectives?

C. What improvements in the learning media services have been completed within the past three years?

D. What are the areas of special strength in the learning media services?

E. Identify those areas of the learning media services that are in greatest need of strengthening.

F. What procedures and practices are used in the continuous evaluation of the learning media services?

IV. PLANS FOR IMPROVEMENT

A. List below, in anticipated sequence, the short-range improvements planned for the learning media services.

B. List below the long-range improvements that are planned for the learning media services.

C. What other improvements are necessary to provide optimum learning media services? If any of these desirable changes seem unattainable by your school, give specific reasons why.

V. CURRENT STATUS SCALE

On the scale below, indicate with a check mark the present status of the learning media services as compared to optimum services considering the school's stated philosophy and objectives.

MUCH IMPROVEMENT NEEDED	LITTLE OR NO IMPROVEMENT NEEDED

Add below any other comments concerning the current status of the school's learning media services.

Section 21

Student Personnel Services

NAME OF SCHOOL ____________________

DATE ____________________

Self-evaluation by

____________________ ____________________

____________________ ____________________

____________________ ____________________

Indicate grade-level assignment of committee members where appropriate.

This section is composed of five subsections: "Guidance Services," "Health Services," "Services for Exceptional Students," "Food Services" and "Transportation Services."

Student services include services that normally lie outside but support or are related to the instructional program of the school.

As schools have accepted increased responsibility for meeting the needs of students, they have inevitably become involved in services in such areas as health, guidance, exceptional student services, transportation and food. The extent of these services has expanded greatly since their inception and they now constitute an important part of the educational endeavor.

The committee given the responsibility of completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The committee should recognize that the "School and Community" and "Philosophy and Objectives" sections taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy and objectives.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The completed report of this committee should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION
5201 Leesburg Pike, Falls Church, Virginia 22041

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ORGANIZATION OF THE CRITERIA

The *K-12 School Evaluative Criteria* is composed of twelve sections:

12 Manual
13A School and Community (Public Schools)
13B School and Community (Nonpublic Schools)
14 Philosophy and Objectives
15 Curriculum: Learning Areas
16 Curriculum: Overview
17 Individual Faculty Data
18 School Staff and Administration
19 Student Activities Program
20 Learning Media Services
21 Student Personnel Services
22 School Plant
23 Plans and Priorities

The "Manual" provides an overview of the evaluation process and explains in some detail how the materials may be used. The section on "School and Community" together with the section on "Philosophy and Objectives" form the foundation for the process and undergird the entire evaluation.

"School and Community (Public Schools)" is a data-gathering section. The section "School and Community (Nonpublic Schools)" is designed specifically for use by independent, church related, and other nonpublic schools. "Philosophy and Objectives" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section.

The next two sections, "Curriculum: Learning Areas" and "Curriculum: Overview," are also closely related, one section making possible the evaluation of each of the areas of learning that the school identifies and the other focusing on the organization of the total curriculum.

The section on "Individual Faculty Data" includes information concerning individual faculty members and provides an opportunity for those persons to express opinions on certain aspects of the school program. This is the only section that each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff and auxiliary staff. The "Student Activities Program" section focuses on the school's total activities program. The "Learning Media Services" section covers media services, library and audio-visual. "Student Personnel Services" examines such services as guidance, health, provisions for exceptional children, food and transportation. "School Plant" deals with the school's physical plant and facilities. The "Plans and Priorities" section provides an opportunity to place in priority the school's plans for improvement.

The sections 15, 16, 18, 19, 20, 21 and 22 use this common format:

I. Principles
II. Description
III. Evaluation
IV. Plans for Improvement
V. Current Status Scale

This five-point format begins with Part I, a series of principles designed to stimulate thought and reflection about the school program. Part II consists of probing questions designed to elicit a description of the program or area under consideration. Part III provides an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

THE SCHOOL'S TASK IN EVALUATION

The complete evaluation of a school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by the faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally educationally sound. This concept involves the basic principle that K-12 schools shall be evaluated in terms of what the school is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy and objectives of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

School staff and administration, parents, students and members of the governing body should be actively involved in this self-evaluation. It is important that all who are involved understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and overlook the fact that the total evaluation does not rest on that particular section. Staff interaction is essential in bringing about change.

Since this instrument is specifically designed for K-12 schools, most questions or statements are applicable to multiple grade levels. Schools are reminded, however, of their prerogative to strike or change words, so long as they do not misdirect the intent of a statement, but render it more relevant. In the event that an entire statement appears to be irrelevant, a school may decide it does not apply and explain its view in the space provided.

It is vital that staff members receive feedback on reports of all sections of the K-12 self-study and that they have an opportunity to express either agreement or disagreement with each section report. Provision should be made for modification of a report when advisable.

More detailed information may be found in the "Manual," Section 12.

GUIDANCE SERVICES
I. PRINCIPLES

Introduction

The complexity, multiplicity, and depth of the personal, social, emotional and physical problems that students face make it necessary for adults who work closely with them to become actively engaged in the guidance function. School leadership in this important phase of the students' education should come from the guidance staff.

Listed below are a number of specific principles regarding Guidance Services to which faculty, parents and students should address themselves. This introductory part is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, in order to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles	Degree of Acceptance	Degree of Implementation
1. Guidance services encompass specialized activities necessary to enable students to realize their full potential	1 2 3 4 5	1 2 3 4 5
2. The role of administrators, teachers and guidance personnel in the guidance program is defined and understood by the professional staff	1 2 3 4 5	1 2 3 4 5
3. Guidance and teaching personnel demonstrate an understanding of the emotional, psychological and intellectual aspects which are necessary in assisting the students to make satisfactory adjustments and to experience significant achievement	1 2 3 4 5	1 2 3 4 5
4. Guidance and teaching personnel adjust their time and efforts in order to provide the most effective counseling for students	1 2 3 4 5	1 2 3 4 5
5. Every effort is made to maintain and improve the position of the classroom teacher as an effective counselor of students	1 2 3 4 5	1 2 3 4 5
6. Guidance service records are adequate, accurate, up-to-date, and are limited to items that are important to the guidance function	1 2 3 4 5	1 2 3 4 5
7. Security measures are taken to protect the integrity of the individual student's record for authorized and professional use only	1 2 3 4 5	1 2 3 4 5

8. Adequate provision is made for the exchange of essential information between the school staff, parents and neighborhood leaders which will cause the school to be aware of community problems affecting students	1 2 3 4 5	1 2 3 4 5
9. Adequate provision is made for the exchange of immediate personal data between the school staff and parent(s)	1 2 3 4 5	1 2 3 4 5
10. Both the guidance personnel and the school administrator encourage and facilitate consideration of students' test scores and personal data records to adjust the instructional program to meet individual needs	1 2 3 4 5	1 2 3 4 5
11. Guidance information is used appropriately to provide flexibility in educational placement of individual students throughout the year	1 2 3 4 5	1 2 3 4 5
12. The guidance personnel effectively coordinate and use the services of other specialists or agencies	1 2 3 4 5	1 2 3 4 5
13. Guidance personnel engage in follow-up studies (of current students, graduates, drop-outs) and make recommendations that provide for the improvement of the school program	1 2 3 4 5	1 2 3 4 5
14. Guidance personnel provide occupational information and placement services	1 2 3 4 5	1 2 3 4 5
15. Other		

II. DESCRIPTION OF THE GUIDANCE SERVICES

A. What are the major objectives of the guidance activities and services?

B. How are the guidance services organized and administered?

C. What preparation, experience and personal qualifications do the members of the guidance staff or others performing guidance services possess?

D. Describe the functions performed.

E. Indicate the number of students assigned to each counselor and the basis of assignment.

F. Describe how students avail themselves of guidance services.

G. What resources and specialists within the school and community are available for incorporation into guidance and counseling activities?

H. In what ways are specialized counseling and testing coordinated between outside agencies and the school staff?

I. What diagnostic instruments or processes are used with students?

J. How are diagnostic and evaluative procedures interpreted to students, parents, instructional staff and administration?

K. State explicitly how information from student records is used by the:

1. Guidance staff.

2. Instructional staff.

3. School administration.

4. Others (list)

L. How are the student records of the guidance services prepared, organized, filed and secured?

M. In what ways are the guidance personnel involved in grouping and in scheduling?

N. What provision is made for providing on-going guidance by teachers through adviser-advisee programs, expanded homeroom programs or other means of ensuring a special relationship between each student and one adult?

O. How do guidance specialists support teachers in the above program?

P. What group guidance procedures are used?

Q. What resources are available to provide information relative to career interests of students?

R. What provisions are made to meet the special needs of students who are culturally different?

S. What inservice education programs are carried on to keep the professional staff abreast of new techniques and developments in guidance services?

T. Indicate the nature of any consistently recurring pupil problems and the effectiveness of the corrective measures taken.

U. What information concerning reasons for poor attendance is gathered from habitual truants? How is it used?

V. Comments (add any other comments concerning the nature of the school's guidance services).

III. EVALUATION

A. What evidence exists to indicate that the school system places a reasonably high priority on guidance services?

B. Cite evidence that the guidance services are consistent with the school's stated philosophy and objectives.

C. What improvements in the guidance services have been completed within the past three years?

D. What are the areas of special strength in the guidance services?

E. Identify those areas of the guidance services that are in greatest need of strengthening.

F. What procedures and practices are used in continuous evaluation of the guidance services?

IV. PLANS FOR IMPROVEMENT

A. List below, in anticipated sequence, the short-range improvements planned for the guidance services.

B. List below the long-range improvements that are planned for the guidance services.

C. What other improvements do you feel would be necessary to make the guidance services optimum for this school? If any of these desirable changes seem unattainable by your school, explain why.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present status of the guidance services as compared to optimum services in terms of the school's stated philosophy and objectives.

MUCH IMPROVEMENT NEEDED			LITTLE OR NO IMPROVEMENT NEEDED

Add below any other comments concerning the current status of the guidance services.

HEALTH SERVICES
I. PRINCIPLES

Introduction

School health services include a variety of activities designed to assist in protecting or improving student health and to secure information needed to assist in adapting school programs to the mental and physical abilities of students. The program of school health services should be concerned with all aspects of health—physical, mental, emotional, social. It should be closely related to the guidance services.

Listed below are a number of specific principles regarding Health Services to which faculty, parents and students should address themselves. This introductory part is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, in order to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles

Health Services Personnel:

	Degree of Acceptance	Degree of Implementation
1. Report to the principal any safety or health problem as it relates to the student's well being, and make recommendations for corrective measures	1 2 3 4 5	1 2 3 4 5
2. Maintain appropriate health records	1 2 3 4 5	1 2 3 4 5
3. Plan individually and with teachers to provide meaningful health education for students	1 2 3 4 5	1 2 3 4 5
4. Make certain that all students and teachers are informed regarding the procedures they should follow in case of injury or illness	1 2 3 4 5	1 2 3 4 5
5. Make first aid supplies conveniently available	1 2 3 4 5	1 2 3 4 5
6. See that parents are informed immediately when a student is injured seriously enough or becomes ill enough to warrant concern on the part of the parents	1 2 3 4 5	1 2 3 4 5
7. Recommend the treatment of physical handicaps	1 2 3 4 5	1 2 3 4 5
8. Recommend referral of students to doctors and dentists for follow-up services	1 2 3 4 5	1 2 3 4 5

9. Provide periodic screening tests for:		
a) Hearing impairment	1 2 3 4 5	1 2 3 4 5
b) Visual impairment	1 2 3 4 5	1 2 3 4 5
c) Dental deficiencies	1 2 3 4 5	1 2 3 4 5
10. Cooperate with the guidance staff in obtaining special testing and/or rehabilitation services when appropriate	1 2 3 4 5	1 2 3 4 5
11. Make provision for the possible exchange of essential information among community health resources, students, parents and appropriate school personnel	1 2 3 4 5	1 2 3 4 5
12. Report all accidents to the principal and complete necessary records	1 2 3 4 5	1 2 3 4 5
13. Have well-planned procedures for periodic evaluation of the school health services	1 2 3 4 5	1 2 3 4 5
14. Coordinate health services (including continuous health records K-12) to provide continuous aid to the growth and development of students and to the protection and improvement of their health	1 2 3 4 5	1 2 3 4 5
15. Other		

II. DESCRIPTION OF HEALTH SERVICES

A. How are the health services organized and administered?

B. What preparation, experience and personal qualifications do the members of the health services staff possess?

C. List the health services personnel available to the school and indicate how the school makes use of their time.

D. What specific health services are offered?

E. Describe the health services facilities and discuss their adequacy.

F. What provisions are made for obtaining information about students relative to:

1. Home and family?

2. Physical and medical status?

G. How is the confidentiality of the student's health record ensured?

H. Describe the health services activities that are designed to encourage good mental, emotional and social health practices.

I. Describe the provisions made to accommodate the child whose physical or health condition is not normal.

J. Discuss the following situations in the context of health services.

1. The instructional and supervisory activities of teachers that promote health and safety.

2. In addition to the school nurse, what other school personnel hold current first aid certificates? Identify and evaluate the adequacy of such coverage.

K. List the steps taken to eliminate practices that are detrimental to student health such as the use of tobacco, alcoholic beverages, drugs and poor nutritional practices. Give evidence of the effectiveness of the steps taken.

L. Comments (add any other comments concerning the nature of the school's health services).

III. EVALUATION

A. In what ways are the health services consistent with the school's stated philosophy and objectives?

B. What improvements in the health services have been completed within the last three years?

C. What are the areas of special strength in the health services?

D. Identify those areas of the health services that are in greatest need of strengthening.

E. What procedures and practices are used in the continuous evaluation of the health services?

IV. PLANS FOR IMPROVEMENT

A. List below, in anticipated sequence, the short-range improvements planned for the school's health services.

B. List below the long-range improvements that are planned for the school's health services.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present status of the health services as compared to optimum health services in terms of the school's stated philosophy and objectives.

MUCH IMPROVEMENT NEEDED	LITTLE OR NO IMPROVEMENT NEEDED

Add below any other comments concerning the current status of the health services.

SERVICES FOR EXCEPTIONAL STUDENTS
I. PRINCIPLES

Introduction

In every school system there will be some students who, because they deviate markedly from the so-called normal child, require special skills and services on the part of teachers and other school personnel. To provide a common school education, it is necessary for schools to provide comprehensive services for the exceptional child. The program should provide for students who exhibit marked deviation in mental, physical, social and emotional development. The program for exceptional students should be an accepted and integrated part of the total school program.

Listed below are a number of specific principles regarding "Services for Exceptional Students" to which faculty, parents and students should address themselves. This introductory part is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, in order to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles	Degree of Acceptance	Degree of Implementation
1. The role of administrators, teachers and other personnel working with the education of exceptional students is defined and understood by the professional staff	1 2 3 4 5	1 2 3 4 5
2. Facilities for exceptional students are included in the building program of the school (special classrooms and clinic space), and all buildings are accessible to the physically handicapped	1 2 3 4 5	1 2 3 4 5
3. Identification of exceptional students in need of special services is accomplished through referral by teachers, counselors, administrators, parents, physicians, community agencies and established screening programs within the school	1 2 3 4 5	1 2 3 4 5
4. The school provides an educational program for all children of school age, regardless of their handicaps	1 2 3 4 5	1 2 3 4 5
5. Personnel serving in programs for exceptional students regularly exchange information, ideas, plans and techniques with other staff members in the school	1 2 3 4 5	1 2 3 4 5
6. Exceptional student services offer support to and complement the educational program of the school	1 2 3 4 5	1 2 3 4 5
8. Placement of students in special classes or programs is a decision of the parent(s) and of an appropriate team of professionals meeting to determine the best educational plans for the students ...	1 2 3 4 5	1 2 3 4 5

9. An inservice education program for exceptional program personnel is an integral part of the inservice program of the school ...	1	2	3	4	5	1	2	3	4	5
10. Services for exceptional students are included in the school budget as line items ...	1	2	3	4	5	1	2	3	4	5
11. Staff members working with exceptional students participate both in activities and professional organizations of the school and in specialized activities and organizations ...	1	2	3	4	5	1	2	3	4	5
12. Work experience programs for the nonacademically oriented handicapped student are provided as appropriate ...	1	2	3	4	5	1	2	3	4	5
13. An individual education plan for the instruction of every handicapped student is available and includes a definition of objectives, delivery techniques and methods of evaluation ...	1	2	3	4	5	1	2	3	4	5
14. Others										

II. DESCRIPTION OF SERVICES FOR EXCEPTIONAL STUDENTS

A. List different programs for exceptional students.

B. What preparation, experience and personal qualifications do members of this staff possess?

C. How are the services for exceptional students organized and administered?

D. Describe services provided for the various types of gifted students.

E. What services are provided for meeting the needs of handicapped students?

F. Describe the process by which exceptional students are referred, identified and placed in special programs.

G. Describe the procedures by which individual educational plans are prepared, reviewed and used.

H. Describe any special facilities and special equipment including transportation used in providing services for exceptional students.

I. Describe the education program for parents of exceptional students.

J. What resources outside the school are utilized in the identification of exceptional students?

K. Describe community awareness programs related to programs for exceptional students.

L. Describe the administrative and supervisory arrangements for programs involving exceptional students.

M. In what ways is an exceptional student involved in the school's regular instructional program?

N. Describe procedures used to inform the school's staff of available programs and services for exceptional students.

O. Comments (add any other comments concerning the nature of the school's services for exceptional students).

III. EVALUATION

A. In what ways are programs and services for exceptional students consistent with the school's stated philosophy and objectives?

B. What are the areas of special strength in the program for exceptional students?

C. Identify those areas in the program for exceptional students which are in greatest need of strengthening.

D. What procedures and practices are used in the continuous evaluation of services for exceptional students?

IV. PLANS FOR IMPROVEMENT

A. List below, in anticipated sequence, the short-range improvements planned for services for exceptional students.

B. List below the long-range improvements that are planned for services for exceptional students.

C. What other improvements would be necessary to make services for exceptional students ideal for this school? If these desirable changes seem unattainable, explain why.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present status of services for exceptional students as compared to optimum services in terms of the school's stated philosophy and objectives.

MUCH IMPROVEMENT NEEDED

LITTLE OR NO IMPROVEMENT NEEDED

Add any other comments concerning the current status of services for exceptional students.

FOOD SERVICES

A. Describe the food services provided for the students of this school.

B. How is the food services program organized and administered?

C. Describe the adequacy of the food service facilities and related functions:

1. Dining area (including aesthetics)

2. Food preparation area

3. Provisions for sanitation and cleanliness

4. Provisions for offering wholesome, attractive and nutritionally balanced meals

5. Provisions for training in good manners and student sociability

6. Provisions for student assessment of food services

D. Describe the process for selecting, training and evaluating the people involved in food services.

E. What improvements in the school's food services have been completed in the past three years?

F. What plans exist for improving the food services within the next three years?

G. What other improvements do you feel would be necessary in order to make the food services ideal for this school? If you feel that any of these desirable changes seem unattainable by your school, explain why.

H. On the scale below indicate with a check mark the present status of the food services as compared to optimum food services in terms of the school's stated philosophy and objectives.

MUCH IMPROVEMENT NEEDED	LITTLE OR NO IMPROVEMENT NEEDED

Add any other comments concerning the current status of the food services.

TRANSPORTATION SERVICES

A. Describe the transportation services provided by the school.

B. Describe how the transportation program is organized and administered.

C. Approximately what percent of students use the following modes of transportation?

1. Ride school-operated buses ______________
2. Use public conveyance ______________
3. Walk, or ride bicycles ______________
4. Use private automobiles ___________

D. What measures are taken to assure each student's safety to and from school?

E. How do the transportation services of the school accommodate the school program in such matters as field trips, student activities, etc.?

F. Describe the processes for selecting, training and evaluating the people involved in transportation services.

G. Describe the procedures for supervision of students in bus-loading areas and all students in transit.

H. What improvements in the school's transportation services have been achieved in the past three years?

I. What plans exist for improving the transportation services within the next three years?

J. What other improvements seem necessary in order to make the transportation services ideal for this school? If you feel that any of these desirable changes is unattainable by your school, explain why.

K. On the scale below indicate with a check mark the present status of the transportation services as compared to optimum transportation services in terms of the school's stated philosophy and objectives.

MUCH IMPROVEMENT NEEDED			LITTLE OR NO IMPROVEMENT NEEDED

Add any other comments concerning the current status of transportation services.

K-12 School
EVALUATIVE CRITERIA

Section 22

School Plant

NAME OF SCHOOL ______________________________

DATE ______________________

Self-evaluation by

______________________ ______________________

______________________ ______________________

______________________ ______________________

Indicate grade-level assignment of committee where appropriate.

The committee given the responsibility of completing this section will find it beneficial to become thoroughly familiar with the entire section before attempting to react or respond to any part of it.

The committee should recognize that "School and Community" and "Philosophy and Objectives" sections taken together form the foundation for the total evaluation. The responses in all other sections should reflect an awareness of the characteristics of both the school and the community and the influence of the statements of philosophy and objectives.

Although space has been provided throughout the section for committee responses, statements need not be limited to that space; the committee should feel free to attach addenda for items whose clarity will be improved by fuller development.

The completed report of this committee should be presented to the entire faculty for approval or modification.

NATIONAL STUDY OF SCHOOL EVALUATION
5201 Leesburg Pike, Falls Church, Virginia 22041

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"School and Community (Public Schools)" is a data-gathering section. The section "School and Community (Nonpublic Schools)" is designed specifically for use by independent, church related, and other nonpublic schools. "Philosophy and Objectives" is designed to assist in developing or reexamining the school's existing philosophy and objectives in light of the data provided by the "School and Community" section.

The next two sections, "Curriculum: Learning Areas" and "Curriculum: Overview," are also closely related, one section making possible the evaluation of each of the areas of learning that the school identifies and the other focusing on the organization of the total curriculum.

The section on "Individual Faculty Data" includes information concerning individual faculty members and provides an opportunity for those persons to express opinions on certain aspects of the school program. This is the only section that each faculty member completes individually. The "School Staff and Administration" section gives attention to administration, instructional staff and auxiliary staff. The "Student Activities Program" section focuses on the school's total activities program. The "Learning Media Services" section covers media services, library and audio-visual. "Student Personnel Services" examines such services as guidance, health, provisions for exceptional children, food and transportation. "School Plant" deals with the school's physical plant and facilities. The "Plans and Priorities" section provides an opportunity to place in priority the school's plans for improvement.

The sections 15, 16, 18, 19, 20, 21 and 22 use this common format:

I. Principles
II. Description
III. Evaluation
IV. Plans for Improvement
V. Current Status Scale

This five-point format begins with Part I, a series of principles designed to stimulate thought and reflection about the school program. Part II consists of probing questions designed to elicit a description of the program or area under consideration. Part III provides an opportunity to appraise and evaluate the program described in the second part, and Part IV asks for the school's plans for improvement. Part V gives the school an opportunity to indicate its status in comparison to an "optimum" program.

THE SCHOOL'S TASK IN EVALUATION

The complete evaluation of a school as recommended by the National Study of School Evaluation is a three-step process. The first step is a self-evaluation carried out by the faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation.

The National Study of School Evaluation has developed a means for recognizing that schools which are quite different may be equally educationally sound. This concept involves the basic principle that K-12 schools shall be evaluated in terms of what the school is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. The philosophy and objectives of the school must be acceptable to some agency (a community, an accrediting association, a state department of education) if the evaluation is to be recognized beyond the confines of the school.

School staff and administration, parents, students and members of the governing body should be actively involved in this self-evaluation. It is important that all who are involved understand that the purpose of this self-study is to improve the quality of the school's program through the means of self-evaluation, and comprehensive examination of what is happening to students in the school environment.

It is important to recognize that no one section of the self-study is meant to stand alone. Each section has been designed to correlate with other sections to form a comprehensive self-evaluation. It is important that participants not become single-minded when working on a particular section and overlook the fact that the total evaluation does not rest on that particular section. Staff interaction is essential in bringing about change.

Since this instrument is specifically designed for K-12 schools, most questions or statements are applicable to multiple grade levels. Schools are reminded, however, of their prerogative to strike or change words, so long as they do not misdirect the intent of a statement, but render it more relevant. In the event that an entire statement appears to be irrelevant, a school may decide it does not apply and explain its view in the space provided.

It is vital that staff members receive feedback on reports of all sections of the K-12 self-study and that they have an opportunity to express either agreement or disagreement with each section report. Provision should be made for modification of a report when advisable.

More detailed information may be found in the "Manual," Section 12.

I. PRINCIPLES

Introduction

The school's physical plant, consisting of the site, building, equipment and services, is an important factor in the functioning of the educational program. The plant, as constructed and equipped, is more than a place of instruction. It is, during school time, the physical environment which assists or limits student achievement of desirable learning outcomes.

Because the school plant serves as a vehicle in the implementation of the total educational program, its design should be predicated on, and consistent with, the stated philosophy and objectives of the school. It should include extensive provisions for the health and safety of all persons involved as well as incorporate aesthetic features that contribute to a positive educational atmosphere.

Listed below are a number of specific principles regarding the "School Plant" to which administration, faculty, parents and students should address themselves. This introductory part is designed to encourage introspection concerning this section of the self-study. It is a starting point for discussion and for interaction among participants preparatory to delving into the nature of this aspect of the school program. Participants should avoid lengthy debate over the adequacy or the inadequacy of each principle. Rather, it is important that the committee assigned this responsibility react to each statement in terms of an overview of how the school community generally accepts and implements each principle.

The committee should indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Where necessary, in order to be consistent with the stated philosophy and objectives, specific principles may be modified and others added.

The descriptions of the numbers listed immediately below apply to the numbers in the columns to the right of the principles and should be borne in mind when marking the degree of acceptance and the degree of implementation

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Moderately implemented
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Principles

Principles	Degree of Acceptance	Degree of Implementation
1. The school plant is designed and built to make possible the effective carrying out of the educational program of the school in terms of the philosophy and objectives of the school	1 2 3 4 5	1 2 3 4 5
2. The school plant has aesthetic qualities that serve to enhance the intellectual, psychological and social growth of the students	1 2 3 4 5	1 2 3 4 5
3. The school plant contains provisions for instructional groups of varying sizes	1 2 3 4 5	1 2 3 4 5
4. The heating and ventilating systems of the building meet sound health and comfort standards	1 2 3 4 5	1 2 3 4 5
5. The lighting of the building meets approved standards	1 2 3 4 5	1 2 3 4 5
6. Water and sanitation systems are well planned and located	1 2 3 4 5	1 2 3 4 5
7. Instructional and service areas that involve noise producing activities are isolated from quieter classrooms	1 2 3 4 5	1 2 3 4 5
8. Compliance with federal health and safety codes ensures student and staff health and safety	1 2 3 4 5	1 2 3 4 5

9. The design of the building(s) facilitates the efficient movement of students	1	2	3	4	5	1	2	3	4	5
10. The design of the building(s) provides for emergency exits	1	2	3	4	5	1	2	3	4	5
11. Adequate storage areas are readily accessible for individual and general use	1	2	3	4	5	1	2	3	4	5
12. The design of the school plant encompasses provisions for future growth	1	2	3	4	5	1	2	3	4	5
13. The design of the school plant provides for present and future flexibility as the educational program and/or technology changes	1	2	3	4	5	1	2	3	4	5
14. The building(s) and outdoor facilities are located on the site for both functional qualities and aesthetic appreciation	1	2	3	4	5	1	2	3	4	5
15. Provisions are made for accommodating the handicapped	1	2	3	4	5	1	2	3	4	5
16. The school site reflects professional planning for:										
a. Location	1	2	3	4	5	1	2	3	4	5
b. Access roads or streets	1	2	3	4	5	1	2	3	4	5
c. Pedestrian traffic (where applicable)	1	2	3	4	5	1	2	3	4	5
d. Bus loading and unloading (where applicable	1	2	3	4	5	1	2	3	4	5
e. Parking areas	1	2	3	4	5	1	2	3	4	5
f. Outdoor educational facilities	1	2	3	4	5	1	2	3	4	5
g. Public utilities	1	2	3	4	5	1	2	3	4	5
h. Drainage	1	2	3	4	5	1	2	3	4	5
i. Landscape	1	2	3	4	5	1	2	3	4	5
j. Energy conservation	1	2	3	4	5	1	2	3	4	5
17. Equipment and facilities for food service are well-designed for needs of the program	1	2	3	4	5	1	2	3	4	5
18. Maintenance and daily cleanliness are well-planned and consistently carried out	1	2	3	4	5	1	2	3	4	5
19. Others										

II. DESCRIPTION OF FACILITIES

A. Describe the compatibility of the school plant in terms of its relationship to the implementation of the educational program.

B. Describe the adequacy of the following specific areas of the physical plant in relation to (a) the educational program and (b) the school enrollment (where applicable):

1. Classrooms (regular and special)

2. Small-group rooms (conference and instructional)

3. Learning media center

4. Auditorium

5. Gymnasium

6. Cafeteria

7. Standard laboratory, homemaking and industrial arts furniture and fixtures

8. Outdoor areas (instructional and other)

9. Offices, workrooms and restrooms for teachers

10. Administrative offices and guidance areas

11. Other

C. Are the following facilities sufficient in number to meet the personal needs of the students? Are they maintained in proper working order?

1. Lockers

2. Washroom and toilet areas

3. Showers

4. Drinking fountains

5. Telephones and intercoms

D. What is the present capacity of the building? .... ____________

a) What is the present enrollment? .... ____________

b) What is the predicted enrollment three years hence? .... ____________

E. Describe the provisions and plans for preventing personal injury or property damage.

F. Discuss the extent to which general safety features have been incorporated into the school plant.

G. When were the emergency procedures last reviewed?

H. Comments (add any other comments concerning the school plant).

III. EVALUATION

A. What features of the school plant contribute most to meeting the needs of the educational program?

B. Discuss the adequacy of the maintenance program in terms of (a) personnel, (b) supplies and equipment and (c) custodial work areas.

C. What improvements in the school plant or its use have been made within the last three years? (For example, what steps have been taken to make the plant more energy efficient?)

D. What continuous evaluation procedures are used to ensure that the best possible use is being made of the existing school plant?

IV. PLANS FOR IMPROVEMENT

A. What consideration has been or is being given to improving the school plant?

B. List below those changes that seem practical and are likely to improve the school plant functionally and/or aesthetically. Describe plans for making these changes or indicate reasons why such changes are not contemplated.

V. CURRENT STATUS SCALE

On the scale below indicate with a check mark the present status of your school plant as compared to an optimum school plant in light of the school's philosophy and objectives.

MUCH
IMPROVEMENT
NEEDED

LITTLE OR NO
IMPROVEMENT
NEEDED

In the space below add any other comments concerning the current status of the school plant.

K-12 School
EVALUATIVE CRITERIA

Section 23

Plans and Priorities

NAME OF SCHOOL ______________________________

DATE ______________________

Prepared by

______________________ ______________________

______________________ ______________________

______________________ ______________________

Indicate grade-level assignment of committee members where appropriate.

The committee given the responsibility of completing this section will need to be thoroughly familiar with all aspects of the self-study. Schools may wish to have the steering committee accept this responsibility. This section is to be completed at the conclusion of the self-study when the committee and the school faculty may wish to review and possibly modify the school's plans for improvement.

It is important to remember that two of the most significant reasons for conducting this self-study are (1) the identification of problems or areas of weakness in the school program that should be remedied and (2) the projection of plans for remediation. The implementation of these plans becomes the task of the faculty during the interval between completion of this self-study and the beginning of the next comprehensive self-study. It is understood that these plans and priorities may be changed or modified by the governing body when the final plan of action is agreed upon.

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SUMMARY OF FOLLOW-UP PLANS INDICATING PRIORITIES

During this self-study, the faculty has already identified many problems or areas of weakness and has projected many plans for remedying the situation (see the faculty's responses to questions in the Evaluative Criteria—Part III, "Evaluation," and Part IV, "Plans for Improvement").

The task now remains for the faculty to review all of these plans and to make decisions that will result in logical, sequential efforts to improve the overall school program.

A. Short-Range Plans

Immediately or within a two-year span of time, the school staff and administration will take leadership in effecting the following improvements (list in order of priority). Limit the number of plans to those that can be realistically achieved.

1.

2.

3.

4.

5.

6.

Add supplemental pages if needed.

B. Long-Range Plans

Within a five-year period following the initial self-study, the school staff and administration will take leadership in effecting the following improvements (list in order of priority). Limit the number of plans to those that can be realistically achieved.

1.

2.

3.

4.

5.

6.

Add supplemental pages if needed.